



**The effect of the grade point average and of
extracurricular activities on the perceived employability
of business job applicants**

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Biographic note

Diogo Capão Ramalheira was born on the 4th March, 1990, in Johannesburg, South Africa. In 1991, his parents moved back to Portugal and Diogo has been living there since then.

In 1996, Diogo started his life school in *Vagos*, a small town near *Aveiro* Municipality. His passion in the Economics and Business field appeared while he was still an adolescent. At that time, he knew by heart the currencies and capitals of almost all the countries in the World. Accordingly, when he was 15 years old, he proceeded his studies in a Secondary School in *Aveiro* to take the Socio-Economics group of studies.

Due to his strong sense of adaptability, in 2008 he moved to Oporto to take his Bachelor in Economics at the School of Economics and Management (FEP.UP), finishing it in 2012 with a final GPA of 15. During those four years he was involved in FEP Junior Consulting, a Consulting Junior Enterprise, at which he was President and Chief Internal Officer between 2010 and 2012. Moreover, during his Bachelor, he made a Summer Internship in the Portuguese Commercial Bank (*Millennium BCP*) and an Extracurricular Internship in the Mergers & Acquisitions department of PricewaterhouseCoopers.

From 2012 to 2014, he worked at a Consulting firm in his hometown, *Aveiro*, and in 2014 he changed to an Industrial firm to work as the Advisor of the Administration Board.

Meanwhile, in 2013, Diogo decided to increase his academic background and started his Master in Management at the School of Economics and Management (FEP.UP), having currently a GPA of 17.38. In September of the current year, Diogo moved to Lisbon to start working at Deloitte as a Consulting Analyst in the Financial Services Industry.

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Abstract

The number of business Higher Education students is increasing and, therefore, their academic credentials, in terms of academic performance (i.e., Grade Point Average), are not enough anymore to be distinctive at the time they enter the labour market (Brown and Hesketh, 2004). Therefore, business students are engaging in extracurricular activities (ECAs) in order to develop employability skills valued by employers (Brown and Hesketh, 2004) and using impression management tactics to convey a positive image about themselves during their interviews (Bolino et al., 2008; Levashina and Campion, 2007). Despite the growing research on academic performance and extracurricular activities, literature remains inconclusive about their combined effect. Therefore, this study fulfils that gap by examining how academic performance and the participation in extracurricular activities affect the perceived employability and impression management of job candidates. Data was collected following a quasi-experimental design, target to Portuguese working adults (N=349). Overall, findings show that a high level of GPA increases the perceived employability of business job applicants. Moreover, although the participation in ECAs is beneficial in terms of personal organization and time management skills and learning skills, it does not overcome a low GPA and, individually, does not increase a job applicants' suitability to an entry business position. Yet, findings suggest that when job applicants achieve a high level of GPA and combine it with the participation in ECAs, they are perceived as more employable. No relevant results were found for the use of impression management tactics which suggests that people usually trust the information provided in the résumés. On the whole, no relevant gender differences were found. These findings have both theoretical and practical implications for graduates' employability and impression management that are further discussed.

Key words: Business, Management, Higher Education, Employability, Impression Management, Academic Performance, Extracurricular Activities

JEL-Codes: J24, M10.

Resumo

O número de estudantes universitários em Economia/Gestão é crescente. Neste sentido, o desempenho académico, medido através da média final de curso (GPA) já não os torna distintivos quando ingressam no mercado de trabalho (Brown and Hesketh, 2004). Assim, estes têm participado em atividades extracurriculares (ECAs) para desenvolverem competências valorizadas pelos empregadores (Brown and Hesketh, 2004), e usado táticas de gestão de impressões para promoverem uma imagem positiva acerca de si nas entrevistas (Bolino et al., 2008; Levashina and Campion, 2007). Apesar da crescente investigação acerca do desempenho académico e da participação em atividades extracurriculares, esta permanece inconclusiva acerca do seu efeito conjunto. O presente estudo pretende preencher esta lacuna e entender de que forma o desempenho académico e as atividades extracurriculares afetam as perceções de empregabilidade e de gestão de impressões dos diplomados em Economia/Gestão. Os dados foram recolhidos através de um design quasi-experimental, sob a perspetiva de trabalhadores portugueses (N=349). No geral, os resultados mostram que o desempenho académico aumenta a empregabilidade percebida dos diplomados em Economia/Gestão. Além disso, não obstante a participação em atividades extracurriculares ser benéfica em termos de organização pessoal e gestão de tempo e em competências de aprendizagem, não é suficiente para compensar um baixo nível de desempenho académico. Porém, os resultados sugerem que a combinação de uma média alta com a participação em atividades extracurriculares leva os candidatos a emprego de Economia/Gestão a serem considerados mais empregáveis. Não foram encontrados resultados significativos no que toca à gestão de impressões, o que sugere que as pessoas tendem a confiar na informação fornecida no curriculum. Também não foram encontradas diferenças estatisticamente significativas para o género. Os resultados deste estudo têm implicações teóricas e práticas para a empregabilidade e gestão de impressões dos diplomados que são também discutidas.

Palavras-chave: Economia, Gestão, Ensino Superior, Empregabilidade, Gestão de Impressões Desempenho Académico, Atividades Extracurriculares

JEL-Codes: J24, M10.

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1. Introduction

Nowadays, the impact of a degree as a credential for entering the labour market is declining due to the high number of graduates possessing it (Tomlinson, 2007, 2008). According to OECD (2014a), the number of students getting a degree on the tertiary education of type A (Bachelor degree) is growing of about 40% every year and the Bologna Process has been responsible for this growth, in particular in Europe. This process has also affected the enrolment of students on tertiary education, particularly in Portugal, where more than 30% graduates already have a Master degree (OECD, 2014a). Apparently, this is connected to the World economic crisis that also affected Europe. In Portugal, the numbers of unemployment are rising: over 40% of young people are unemployed and 24,4% of them are young graduates (OECD, 2014b). In spite of this trend, an increasing number of students are pursuing Higher Education degrees because people believe that having a diploma is required to gain competitive advantage in the job market (Jamelske, 2009).

Therefore, young graduates entering the labour market are facing ‘new’ demanding requirements from employers (Roulin and Bangerter, 2013b). The job market is more dynamic and riskier as it does not provide a job for life anymore (Tomlinson, 2007). Although people still evaluate high education credentials in terms of academic performance (i.e., Grade Point Average or GPA) (Rynes *et al.*, 1997) as a way of positive distinction in the labour market, students are urged to change their behaviour in order to be prepared for an increasing competition (OECD, 2012). In fact, the trend is to combine the *relative* importance of the academic credentials (such as GPA) with the assessment of graduates’ *subjective* characteristics and opinions, in comparing and selecting job applicants (Tomlinson, 2007). Accordingly, the Higher Education institutions are developing actions to develop students’ skills, building a bridge between their theoretical and practical experiences (Avramenko, 2012).

Moreover, graduates are becoming aware that their academic credentials are not enough (Brown *et al.*, 2003; Tomlinson, 2008) and are feeling the need to become distinctive in terms of employability skills (Brown and Hesketh, 2004; Roulin and Bangerter, 2013b)

and of the image they portray as job applicants (Kristof-Brown *et al.*, 2002; Roulin *et al.*, 2014; Stevens and Kristof, 1995). To accomplish such goals, students are developing other strategies beyond using their academic performance, such as the engagement in extracurricular activities (Brown and Hesketh, 2004). Moreover, they are increasingly using impression management tactics during their interviews in order to enlighten their positive characteristics, skills, achievements and professional experiences and/or to mitigate their negative professional experiences and credentials through impression management to appear suitable to job requirements (Roulin *et al.*, 2014).

While extensive research has been carried out on the predictors and outcomes of academic performance, in terms of GPA, as well as on the motivations and impact of engaging in extracurricular activities, the literature remains inconclusive about their combined effect. As such, the present study examines the effect of academic performance (GPA) and extracurricular activities (ECAs) on business and management job applicants' perceived employability and perceived use of impression management. Specifically, it examines how résumés containing information about GPA and ECAs are evaluated. Hence, it will address the following research questions:

- i) *How does academic performance, assessed by the GPA, influence the perception of employability and impression management of a business/management job candidate?*
- ii) *How do extracurricular activities, assessed by the participation in ECAs, influence the perception of employability and impression management of a business/management job candidate?*
- iii) *How do academic performance and extracurricular activities combined influence the perception of employability and impression management of a business/management job candidate?*

The present study follows a quantitative methodological approach and a quasi-experimental design to address the research questions. Moreover, for the assessment of perceived employability of business job applicants, three measures were selected: *suitability to the position* from McElroy *et al.* (2014); *personal organization and time management*

skills and *learning skills* from Evers *et al.* (1998) and adapted by Gonçalves (2010). For the assessment of impression management, two measures were used: *slight image creation* from Levashina and Campion (2007) and *transparency* from Roulin *et al.* (2014). Data was collected using an online survey targeted to Portuguese working adults.

Overall, this study's results show the importance of business job applicants to be distinctive and corroborates the prevailing idea that being or not employable depends on how a job applicant stands out relative to others (Brown *et al.*, 2003), especially in terms of GPA and its eventual combination with the participation in ECAs. In addition to the contributions to the literature, the findings of this study have practical implications on employability to very different stakeholders, such as employing companies, students and Higher Education institutions.

This report is structured as follows: after this introduction section, section 2 comprises the literature relevant on the topic of employability, on the importance of academic performance, and the participation in extracurricular activities, as well as a review on employability skills and of the impression management tactics used by job applicants. Section 3 presents the theoretical model and the main hypotheses of this study while section 4 gives an overview of the methodology. Section 5 presents the findings which are further discussed in section 6. Finally, the theoretical, practical implications, limitations and future research considerations are presented in section 7.

2. Literature review

The term employability was coined in the beginning of the twentieth century within the Anglo-Saxon societies aiming to distinguish employable people from the non-employable (Almeida, 2007). Since then, the concept has been addressed by several authors, although its meaning is not always clear (Harvey, 2001) as it is a multidimensional concept not universally consensual (Almeida, 2007).

According to Fugate et al. (2004) employability is a *“psychological construct that embodies individual characteristics that (...) enhance the individual-work interface”* (p. 15); while Kovács (2002) defines employability as the *“opportunity and ability of people to acquire skills which permit them to find, to maintain and to enrich their activity and to change their job”* (p. 82). Knight and Yorke (2002) also highlight the individual characteristics of employability arguing that it is mostly related to several accomplishments in terms of skills and characteristics that help individuals being safe and successful on the occupations they choose. As noted by Hillage et al. (1998), employability refers to the ability to find early employment, to keep it or to obtain a new employment, and thus the employability of an individual depends on: (a) the range of competences obtained; (b) his/her approach to use them and to show them to the employers; and (c) the context in which they are inserted. More recently, Vanhercke et al. (2014) introduced the concept of *perceived employability* emphasizing the evaluation of an individual weaknesses and strengths in terms of obtaining and keeping his/her employment. Under this *absolute approach* (Brown et al., 2003, p. 110), the set of personal competencies is considered as helpful to benefit the individual him/herself, as the society and the organizations.

The official discourse of the European Commission (EC) also defines employability as the *“combination of factors which enable individuals to progress towards or get into employment, stay in employment and progress during their careers”* (European Commission, 2014, p. 19). Whereas the previous standpoints focus the individual ability to be employable, the EC adds that employability relies not only on personal characteristics, but also on the methods used to place workers on the labour market and on the economic and social situation,

including the incentives and the opportunities offered to people looking for a job (European Commission, 2014).

To this debate, Brown *et al.* (2003) argue that employability varies according to the economical context and, therefore, employability cannot be defined solely in terms of individual characteristics (*absolute dimension of employability*). Because at times of jobs shortage even the more employable can become unemployed (*relative dimension of employability*) then “*employability not only depends on fulfilling the requirements of a specific job, but also on how one stands relative to others within a hierarchy of job seekers*” (Brown *et al.*, 2003, p. 111). Accordingly, it is important to assess the perceptions about candidates who fulfil the requirements of a specific job and stand out relative to others. In fact, since the number of Higher Education students is increasing (Brown *et al.*, 2003), students not only need to develop their employability skills (Brown and Hesketh, 2004; Roulin and Bangerter, 2013b; Tomlinson, 2007, 2008) as are being urged to build a positive employment image (Kristof-Brown *et al.*, 2002; Roulin *et al.*, 2014; Stevens and Kristof, 1995) to appear distinctive in relation to their peers (Brown and Hesketh, 2004; Roulin and Bangerter, 2013b; Tomlinson, 2007, 2008).

Particularly, this debate on employability applies to the business and management labour market. In fact, the number of Higher Education students in business and management is increasing and, in 2012, the average number of entrants in Higher Education for studying business was of about 30% amongst all the OECD countries and more than 30% in Portugal (OECD, 2014a). For this reason, the competition in the labour market among these graduates is increasing (Roulin and Bangerter, 2013b) and as noted by Brown *et al.* (2003) “*As more and more contestants enter the labour market with graduate qualifications the value of credentials as a screening device declines*” (p. 115). Therefore, education policies are emphasizing the importance of raising the employability within the business undergraduate programs (Jackson, 2013; Raybould and Sheedy, 2005; Wilton, 2008) and are calling for strategies to attenuate the gap between the possessed and the required skills (Brown and Hesketh, 2004). Accordingly, the present study will address the perceptions on employability and on impression management of business and management graduates and the strategies they are pursuing to position themselves in the labour market.

2.1. Graduates' employment strategies

Brown and Hesketh (2004) categorized the strategies used by graduates in relation to the labour market as *purist* and *player*. When a graduate acts as a *purist*, he/she gives no relative importance to employability, i.e., although being aware of the competition in the labour market, *purist* applicants do not compare themselves to their peers. On the other hand, being a *player* applicant means acting strategically on finding what an employer values in order to match it and to distinguish themselves from other candidates.

There are two possible *player* strategies that may be pursued by job applicants: (i) highlight academic performance (Campion and Brown, 1994; Thompson *et al.*, 2013; Thoms *et al.*, 1999); and (ii) emphasize the participation in extracurricular activities (Brown and Hesketh, 2004; Roulin and Bangerter, 2013b; Thompson *et al.*, 2013). A review of both strategies is pursued in the next subsections.

2.1.1. Academic performance

Academic performance has been measured in several ways though many authors have been using Grade Point Average (GPA) (Imose and Barber, 2015; Johansen, 2014; Ruetzler *et al.*, 2011; Thomas, 2000) as a “*real-world comparative measure of performance*” (Richardson and Abraham, 2009, p. 590). Because GPA is comparable to the performance assessment of employees in the workplace (Ruetzler *et al.*, 2011) it has been used by universities and companies to compare job applicants (Johansen, 2014) and screen for their integration in college (Baker, 2008). According to McKinney *et al.* (2003), overall GPA refers to “*an individual's performance on all course work taken as part of a degree program*” (p. 827), while an “*in-major*” GPA is the combined result of the students' performance in the courses under their specialisation. From this point on, only the overall GPA (named GPA) will be considered.

GPA is also considered an academic credential in relation to the labour market and, more specifically, in terms of the first screening decisions for entry-level job applicants (Campion and Brown, 1994; Rynes *et al.*, 1997; Thoms *et al.*, 1999). As stated by McKinney *et al.* (2003), the use of GPA in screening is probably higher at an initial stage than later, when other sources of information are weighted. Moreover, résumés of job applicants with

high GPAs get better evaluations than those with low GPAs (Hassanbeigi *et al.*, 2011; Thoms *et al.*, 1999), which raise the chances of being called for a job interview (Thoms *et al.*, 1999). Some large firms consider GPA important for the screening of job applicants in the definition of their priority in the selection process (Roth and Bobko, 2000).

GPA has also been studied as an objective career outcome. Recently, Gonçalves (2014b) found, with business and management students from the University of Porto, that graduates with higher levels of GPA have better objective career outcomes, in terms of (a) first salary after graduation; (b) current employment situation; (c) and current salary. These findings suggest that academic performance offer more chances of career rewards, in terms of employment and salary, at least after graduation (Gonçalves, 2014b). These findings are in line with the findings of other authors (McKinney *et al.*, 2003; Roth and Clarke, 1998; Ruetzler *et al.*, 2011) who found that GPA influences positively not only the starting salary but also the salary earned by business professionals. These results indicate that the level of GPA at college creates a continuing long-term effect in the labour market.

While research to date has examined the impact of academic performance in employability and future job performance, some researchers have devalued the relevance of academic performance in predicting employability attainments (Cohen, 1984; Hoyt, 1965; Samson *et al.*, 1984). Yet, business people have been stressing the importance of academic grades as a predictor of job performance since good grades are an indicator of communication and mathematical skills (Campion and Brown, 1994), and are also a sign of intelligence, motivation and other skills required for a job (Baird, 1985; Roth and Bobko, 2000). In fact, the measurement of academic performance can be used to save time and money to assess applicants' cognitive ability and motivation, being often used as a proxy for those competences (Imose and Barber, 2015). As Kuncel *et al.* (2004) showed through their meta-analysis of cognitive ability tests, GPA is considered a proxy of cognitive ability which is seen as a predictor of the transition to the labour market, as well as a predictor of the quality of job performance. Particularly, cognitive ability at college is not different from cognitive ability at the workplace and it is positively related to the evaluation of employees' potential and creativity at work (Kuncel *et al.*, 2004; Kuncel *et al.*, 2010). Moreover, college performance is positively related to training performance at the workplace (Devaraj and

Babu, 2004) and to supervisors' evaluation of employees' job performance (Roth *et al.*, 1996). Altogether, these results show that academic performance is a predictor of future employability and an adequate measure to predict job performance (Cole *et al.*, 2003).

Despite the common use of GPA in the selection process, this variable has been combined with others to assess the individual characteristics of the applicants (Imose and Barber, 2015; Roth and Bobko, 2000). For instance, Felson (2001) highlighted the importance of GPA combined with other skills in the selection of business professionals. He stated that he would rather choose a *“C+ marketing graduate who can shoot from the hip and is comfortable with people (...) over a 3.5 marketing graduate who is humourless and lacks common sense”* (p.15). Notwithstanding this interest for other characteristics, graduates are often warned of the importance of GPA as *“applicants who (...) only have a 2.0 GPA”* (Felson, 2001, p. 15) may not be chosen.

It is clear from previous research that academic performance is commonly evaluated for entry-level jobs, usually through the GPA, though it is not the sole selection criterion. Hence, this study examines how academic performance, evaluated through the level of GPA, influences the perceived employability of young job applicants. Because the participation in extracurricular activities can potentiate and emphasize the results of Higher Education and show the potential of job applicants to recruiters, it is also a common strategy used by them to attain higher employability and boost their transition to the job market (Tchibozo, 2007). Therefore, this study examines the influence of these activities separately and in combination with academic performance.

2.1.2. Extracurricular activities

There are several organizations within Universities that students can join (Greene and Maggs, 2014) and activities they can participate out of the classroom (Jamelske, 2009). While the concept of extracurricular activities (herein named as ECAs) has received much attention, its meaning is not entirely clear in the literature. ECAs are the activities or events in which students are involved that are connected or not to their degree (Thompson *et al.*, 2013). These activities are seen as structured and social as many members are able to be part of and join them (Greene and Maggs, 2014). ECAs are also perceived as a place for students to develop

their relational and/or social skills (Rubin *et al.*, 2002), to gather experiences and knowledge in order to succeed within labour market (Stevenson and Clegg, 2011). Despite the reported engagement in political organizations (Baker, 2008), sororities and fraternities (Rubin *et al.*, 2002), the most relevant extracurricular activities for students are sports, artistic activities, volunteering events, and cultural, religious or social associations (Roulin and Bangerter, 2013b; Thompson *et al.*, 2013).

Research to date has mostly explored the motivations to participate in these activities. Among these studies, Roulin and Bangerter (2013a) found that students are involved in ECAs for either internal or external motives. While internal motives are mainly linked to personal interests or connected to something people started during childhood, external motives are linked to the conviction that the engagement in ECAs is an adequate way of showing personal qualities not seen otherwise on the résumés (Brown and Hesketh, 2004). These external motivations are linked to the chance of complementing academic performance and getting practical experience or even to the need of becoming distinctive from peers (Roulin and Bangerter, 2013b). This standpoint is shared by Thompson *et al.* (2013), who found that students engage in ECAs to perform something valuable and promote the development of employability skills, to better manage and organize their academic studies or to compensate their low grades. Also, the engagement in volunteering experiences can be due to altruism and to the value attributed to these activities (Handy *et al.*, 2010). To this debate, Merino (2007) argues that graduates' engagement in ECAs is mainly due to their concerns about employability. In fact, the competitive paradigm of the labour market and the need to develop employability skills have been catching students' attention (Tomlinson, 2008) and can partly explain why they are engaging in ECAs (Roulin and Bangerter, 2013b).

Moreover, a growing body of literature has examined the outcomes of extracurricular activities in various fields, such as accounting (Yew Ming, 2005), agricultural, economics (Reaves *et al.*, 2010), law and/or business (Cole *et al.*, 2007; Lau *et al.*, 2014; Merino, 2007; Roulin and Bangerter, 2013a, 2013b; Rubin *et al.*, 2002) and psychology (Nemanick and Clark, 2002). The outcomes from participating in ECAs are likely to differ from one activity to another in terms of skills progress and, consequently, future employability (Campion and Brown, 1994; Cole *et al.*, 2007; Nemanick and Clark, 2002; Roulin and Bangerter, 2013a).

For instance, Roulin and Bangerter (2013a) who interviewed students to assess their perspectives regarding the employability skills, found that creativity was mainly developed within artistic activities whereas sport experiences promoted the development of leadership skills. Also, being part of a students' association made students feel they could enhance a range of skills related with the ability of being a leader, such as creativity, initiative, organization and interpersonal skills (Roulin and Bangerter, 2013a). In fact, recruiters' also believe that leadership and interpersonal skills can be further developed through the engagement in these associations (Campion and Brown, 1994; Nemanick and Clark, 2002), while the participation in volunteering activities mostly develops citizenship behaviours (Cole *et al.*, 2007). It seems that the membership in associations foments the transfer of the acquired skills to the workplace, though this impact relies much on the way students' manage these experiences and employers, themselves, perceive the value of these activities (Merino, 2007).

As noted above, research to date about the engagement in ECAs has been focused on the motivations to get involved (Brown and Hesketh, 2004; Handy *et al.*, 2010; Roulin and Bangerter, 2013b; Thompson *et al.*, 2013) as well as on the perceived outcomes of participating in such activities (Campion and Brown, 1994; Cole *et al.*, 2007; Merino, 2007; Nemanick and Clark, 2002; Roulin and Bangerter, 2013a). In fact, from research to date, it is clear that graduates' concerns on their employability are leading them to get involved in ECAs. Moreover, the engagement in these activities is a boost of the future employability of young job applicants and of their transition to the labour market. Therefore, the present study intends to contribute to the existing literature on the outcomes of ECAs by evaluating how the engagement in those activities affects the employability and impression management of young business and management graduates. More specifically, the present study aims at evaluating the individual impact of ECAs and in combination with academic performance.

2.1.3. Academic performance and extracurricular activities

As noted above, little research exists on how people perceive business and management graduates who combine academic performance with extracurricular activities within the employment context (Brown and Hesketh, 2004; Jamelske, 2009; Roulin and Bangerter, 2013b). In fact, earlier research highlights (i) the impact of extracurricular activities in terms of academic performance, (ii) the reasons for students to combine these two strategies and (iii) their joint impact in terms of job outcomes or résumé rating.

First, and regarding the impact of extracurricular activities on academic performance, Brint and Cantwell (2010) found that the participation in campus organizations (such as ECAs) represented a major component of students' time use though this engagement was not harmful in terms of GPA achievement, not even for students who complaint of the time spent in these activities. This viewpoint was corroborated by other authors (Baker, 2008; Greene and Maggs, 2014), who concluded that the time students spend in ECAs does not necessarily decrease GPA.

Second, and concerning the reasons to combine the two strategies to convey a positive image in the employment context, a study developed by HKICPA (2001) revealed a favourable opinion among the professionals of the Big Five Accounting/Consulting firms. Cariaga (1998) also found that many recruiters look more positively at students who complement academic accomplishments (GPA) with the involvement in extracurricular activities; nevertheless, an engagement in excess might bring lower professional commitment and increase turnover despite a great academic performance (Sattinger, 1998). From the graduates' perspective, Thompson *et al.* (2013) found that many students participate in ECAs when they do not expect a high academic performance. Specifically, the engagement in ECAs is often a strategy used to replace higher grades by the development of other important labour market skills (Brown and Hesketh, 2004; Brown *et al.*, 2003; Fugate *et al.*, 2004; Jackson, 2013; Knight and Yorke, 2002; Thompson *et al.*, 2013; Tomlinson, 2007, 2008), thus to become distinctive (Roulin and Bangerter, 2013b).

Finally, and regarding the impact of both strategies, as Yew Ming (2005) noted, the combination of ECAs, GPA and emotional intelligence are important to get an initial job interview. Cole *et al.* (2007) also found that résumés where GPA and ECAs are present get

higher scores. Despite these contributions, there is still lack of research on the joint effect of GPA and ECAs. Hence, the main goal of the present study is to fulfil this gap and to evaluate the effect of academic performance (GPA) and extracurricular activities (ECAs) on business and management job applicants' perceived employability and perceived use of impression management. Specifically, this study examines how résumés containing information about GPA and ECAs are evaluated in terms of employability skills and impression management tactics.

Moreover, because of the importance placed on such strategies and on an individual's ability to be employable and distinctive from other individuals in the labour market, résumés in this study will firstly be rated in terms of their *suitability* to an entry-level business/management position. In other words, it will be assessed how the level of GPA and participation in ECAs influence a business job applicant's job-fit (McElroy *et al.*, 2014) to a business entry-level position.

2.2. Employability skills

Despite the multiple definitions of skills (Gonçalves, 2010), Fleury and Fleury (2001) defined skill as “*a responsible and recognized knowing on how to act which implies mobilizing, integrating, transferring knowledge, resources and abilities that aggregate economic value to the organization and social value to the individual*” (p. 188).

Overall, there are a well-established classification of skills that distinguishes *core* skills from *technical* skills (Cabral-Cardoso *et al.*, 2006; Ceitil, 2006). Technical skills are specific of a professional activity or job (Cabral-Cardoso *et al.*, 2006) and usually are not enough to ensure a successful performance since the individual also needs to develop a set of core skills (Evers *et al.*, 1998). Core skills, also named *employability skills* (Harvey, 2001; Wilton, 2008), are universally characterized as (a) transferrable, since they are acquired in a specific situation but can be used in different and unpredictable contexts; and (b) as transversal, because they are free from personal and professional particularities and therefore fit different contexts (Ceitil, 2006).

Wilton (2008) conceptualised employability skills as those that are developed within an educational context and are susceptible of being transferred to the workplace, while Evers

et al. (1998) offered a taxonomy of these skills, including leadership, communication, problem-solving, team working and creativity skills, among others. Given the importance of these core skills in environments of constant competition and change, universities are aiming to promote them, in addition to the curriculum, so graduates can succeed in the global business environment (Yew Ming, 2005).

While not all employability skills are equally important, this assessment varies according to the perspectives of the employers and the students. For instance, Raybould and Sheedy (2005) found that the competencies valued by the employers depend on the role of the individual within the firm. In fact, for employers, students and graduates should focus on the development of personal and professional skills to achieve success in the labour market and to complement their academic success, especially for management positions (Raybould and Sheedy, 2005). From the students' viewpoint, Tymon (2013) found they consider the development of personal skills an important part of their future employability, mainly in terms of "*flexibility, adaptability, hardworking, commitment and dedication.*" (p. 850). Additionally, students are aware of the importance to develop professional skills related to employers' needs, especially in terms of communication, teamwork, planning and organization (Tymon, 2013).

Despite students' adequate qualifications and concerns on their future employability, recruiters believe they still lack employability skills needed to succeed in the labour market (Archer *et al.*, 2008). In this sense, among the employability skills considered important by employers (Evers *et al.*, 1998; Gonçalves, 2010), *personal organization and time management skills* as well as *learning skills* were chosen to partly fulfil the goal of this study. The first skills were selected due to students' focus on academic performance and extracurricular activities, which is expected to influence their ability to manage and organize their time. Moreover, according to Gonçalves (2010), employers considered business graduates from the University of Porto effective in the acquisition of learning skills; therefore, it will be assessed whether their academic performance and engagement in extracurricular activities influence their perceived learning abilities.

2.3. Impression management

Impression management (IM) in the employment context refers to the endeavour of many job applicants to build a specific image (Kristof-Brown *et al.*, 2002; Roulin *et al.*, 2014; Stevens and Kristof, 1995) and the effort to produce, preserve, defend or even change an image showed to a specific audience (Bolino *et al.*, 2008; Swider *et al.*, 2011). IM is used by most job applicants to transmit and preserve a positive image to recruiters (Levashina and Campion, 2007; Turnley and Bolino, 2001), either through the résumé and/or through subsequent interactions.

Earlier research has classified IM tactics in *honest* and *deceptive* tactics (Gilmore and Gerald, 1989; Levashina and Campion, 2007; Roulin *et al.*, 2014). *Honest tactics* are used to highlight the positive and genuine characteristics, skills, achievements and professional experiences of a job candidate; whilst *deceptive tactics* are used to flatter professional experiences or credentials to suit the job requirements and please the recruiter (Roulin *et al.*, 2014). That is, job applicants may tell the truth in terms of their skills and experiences but may also embellish their profile to look good and fit the image of the desired candidate (Roulin *et al.*, 2014).

There are several *honest tactics* in which job applicants engage, such as: (i) self-promotion, which refers to the attempt to focus the target attention on the positive competencies, plans or achievements; (ii) ingratiation, being used to suggest “*interpersonal attraction or liking*” (Proost *et al.*, 2010, p. 2156) (iii) exemplification, which job applicants use to appear devoted; and (iv) supplication, where job applicants attempt to appear needy (Turnley and Bolino, 2001). Self-promotion has been one of the most studied tactics (Higgins and Judge, 2004; Proost *et al.*, 2010; Swider *et al.*, 2011; Turnley and Bolino, 2001), which might be explained by the need to appear distinctive in the labour market (Stevens and Kristof, 1995; Swider *et al.*, 2011).

Deceptive tactics can include (i) deceptive ingratiation which is used when job applicants intend to emphasize specific ideals and principles to appear more related to the interviewer or the firm (Roulin *et al.*, 2014); (ii) slight image creation by distorting past experiences, adapting answers to match what the target is looking for and attempting to increase the perceived connection to the firm itself (Levashina and Campion, 2007); and (iii)

extensive image creation through inventing stories about experiences, building non-existent achievements and copying experiences from their peers (Levashina and Campion, 2007).

Earlier IM studies have mainly focused applicants' evaluations at the interview stage (Gilmore and Gerald, 1989; Kacmar and Carlson, 1999; Kristof-Brown *et al.*, 2002; Levashina and Campion, 2006, 2007; Proost *et al.*, 2010; Roulin *et al.*, 2014, 2015; Stevens and Kristof, 1995). Yet, as Macan and Dipboye (1990) noted, before any interview evaluators take a look at the résumés and application forms which are the first instruments for conveying a positive first impression (Macan and Dipboye, 1990). While previous research on the importance of IM in résumés screening has assessed the use of honest tactics, such as self-promotion of job applicants (Knouse *et al.*, 1988), not much is known about the use of deceptive tactics. Specifically, Kristof-Brown *et al.* (2002) argued that because academic performance (through GPA) is a predictor of future person job-fit, graduates with low GPAs may use IM tactics to draw recruiters' attention to other positive aspects. In fact, it suggests the participation in ECAs may be related to job applicants' intention to overcome a low GPA and to show a positive image at the time they try to enter the labour market (Levashina and Campion, 2007).

Given the aforementioned research gaps, this study examines how résumés containing information about academic performance and extracurricular activities can lead to the impression that job applicants use deceptive tactics, such as *slight image creation*, by exaggerating and/or distorting their achievements (Levashina and Campion, 2007) thus being less *transparent* (Roulin *et al.*, 2014). While Roulin *et al.* (2014) evaluated the extent to which job applicants were perceived as transparent during job interviews, there is little research on the perceived transparency of the résumés.

3. Theoretical model and hypotheses

The present study examines the effect of academic performance (GPA) and extracurricular activities (ECAs) on business and management job applicants' perceived employability and perceived use of impression management. In other words, this study examines how résumés containing information about applicants' GPA and ECAs are rated in terms of: (1) *suitability to the position*, (2) *personal organization and time management skills*, (3) *learning skills*, (4) *slight image creation* and (5) *transparency*.

The main research questions are the following:

- i) *How does academic performance, assessed by the GPA, influence the perception of employability and impression management of a business/management job candidate?*
- ii) *How do extracurricular activities, assessed by the participation in ECAs, influence the perception of employability and impression management of a business/management job candidate?*
- iii) *How do academic performance and extracurricular activities combined influence the perception of employability and impression management of a business/management job candidate?*

3.1. Implications of the literature to the research hypotheses

From the literature, one can draw several assumptions and conclusions that lead to proposal of several research hypotheses. The following aims to summarize these earlier findings:

Hypotheses 1 and 2

1. Résumés of job applicants with high GPAs get better evaluations than those with low GPAs (Hassanbeigi *et al.*, 2011; Thoms *et al.*, 1999).
2. Furthermore, GPA is evaluated as a sign of intelligence, motivation and other skills required for a job (Roth and Bobko, 2000). Beyond that, graduates with higher levels of GPA witness better results in objective career measures (Gonçalves, 2014b).

3. Graduates with low GPAs may use impression management tactics in order to move the attention from negative to more positive aspects (Kristof-Brown *et al.*, 2002) of the résumé, so job applicants with high GPAs might be perceived as less engaged in slight image creation and, therefore, as more transparent.

Therefore, one would expect that:

H1: A high level of GPA is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

H2: A high level of GPA is (a) negatively associated to applicants' efforts of slight image creation; and (b) positively associated with applicants' transparency.

Hypotheses 3 and 4

4. ECAs are seen as a place to get practical experience, to develop specific employability skills and are often chosen by students to better present themselves towards the employers (Merino, 2007; Roulin and Bangerter, 2013a; Stevenson and Clegg, 2011; Thompson *et al.*, 2013).
5. Students are aware of the most recent requirements in terms of the labour market and of the need to develop employability skills in order to be distinctive (Roulin and Bangerter, 2013b). The participation in ECAs is nowadays one of the important experiences students should consider in their academic life (Cariaga, 1998) but its use may be also related to the applicants' use of *slight image creation* (Levashina and Campion, 2007). Hence, job applicants participating in ECAs can be perceived as more suitable to a job, more competent in terms of personal organization and time management and learning skills, and yet be more engaging in slight image creation and, therefore, perceived as less transparent.

Therefore, one would expect that:

H3: The participation in ECAs is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills, and (c) learning skills.

H4: The participation in ECAs is positively associated to (a) applicants' efforts of slight image creation; and (b) is negatively associated to applicants' transparency.

Hypotheses 5 to 8

6. The strategies used to appear distinctive comprise not only the level of GPA but also the participation in ECAs (Cariaga, 1998; Felson, 2001; HKICPA, 2001).
7. As previously explained students with a high level of GPA will be perceived as not engaging in slight image creation and, therefore, as more transparent. Inversely, students involved in ECAs can be perceived as more intentional in the use of deceptive tactics and therefore less transparent, due to their awareness of the current importance placed on ECAs. The combination of these assumptions lead to the expectation that students mentioning high GPAs combined with engagement in ECAs would be perceived "too good to be true". When compared to students with high GPA and low ECAs, they will be both perceived as adequate in terms of competencies and job suitability, but the first will be perceived as more likely to use deceptive tactics, such as slight image creation, and therefore, less transparent than the latter.

Therefore, all the seven previous propositions make possible to expect that:

H5: The participation in ECAs, combined with a high level of GPA, is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

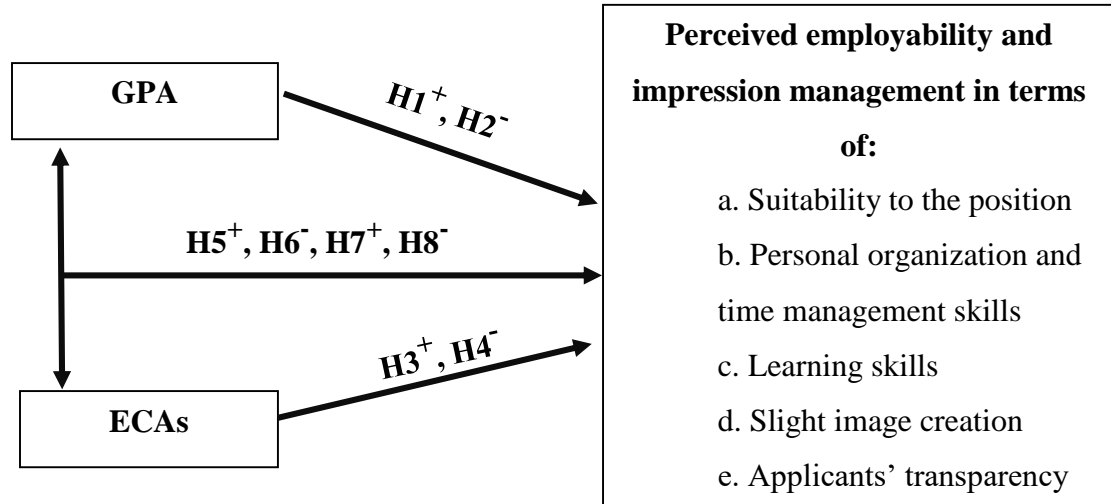
H6: The participation in ECAs, combined with a high level of GPA, is positively associated to (a) applicants' efforts of slight image creation; and (b) is negatively associated to perceived applicants' transparency.

H7: The absence of participation in ECAs, combined with a low level of GPA, is negatively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

H8: The absence of participation in ECAs, combined with a low level of GPA, is negatively associated to (a) applicants' efforts of slight image creation; and (b) positively associated to perceived applicants' transparency.

3.2. Theoretical model

The following diagram shows the theoretical model of this study and summarises the research hypotheses.



H1: A high level of GPA is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

H2: A high level of GPA is (a) negatively associated to applicants' efforts of slight image creation; and (b) positively associated with applicants' transparency.

H3: The participation in ECAs is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills, and (c) learning skills.

H4: The participation in ECAs is positively associated to (a) applicants' efforts of slight image creation; and (b) is negatively associated to applicants' transparency.

H5: The participation in ECAs, combined with a high level of GPA, is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

H6: The participation in ECAs, combined with a high level of GPA, is positively associated to (a) applicants' efforts of slight image creation; and (b) is negatively associated to perceived applicants' transparency.

H7: The absence of participation in ECAs, combined with a low level of GPA, is negatively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.

H8: The absence of participation in ECAs, combined with a low level of GPA, is negatively associated to (a) applicants' efforts of slight image creation; and (b) positively associated to perceived applicants' transparency.

4. Methodology

4.1. Method and design

The present study uses a quantitative method and a quasi-experimental design (Cooper and Schindler, 2014). The independent variables of this study (GPA, ECAs and Gender) were controlled across separate experimental conditions (i.e., résumés) in order to further test their effect over the dependent variables (perceived employability and impression management). The present study employed a 2 x 2 x 2 between subjects manipulation (see Annex A, for details), in that 2 levels of GPA (applicant with high versus low level of GPA) x 2 ECAs' conditions (applicant participating in ECA versus no participation) x 2 Gender (male applicant versus female) were considered (Annex A). Table 1 summarizes the manipulation done on the level of academic performance, extracurricular activities and gender in each experimental condition (i.e., résumé). For instance, condition (résumé) A corresponds to a fictitious male job applicant with a high level of GPA and participating in ECAs. The job type was controlled by considering a sole job application to a general junior/entrance level position in business/management.

Table 1. Summary of the experimental conditions

Condition	Academic Performance	Extracurricular Activities	Gender
A	High level of GPA	Participation in ECAs	Male
B	High level of GPA	Participation in ECAs	Female
C	High level of GPA	No participation in ECAs	Male
D	High level of GPA	No participation in ECAs	Female
E	Low level of GPA	Participation in ECAs	Male
F	Low level of GPA	Participation in ECAs	Female
G	Low level of GPA	No participation in ECAs	Male
H	Low level of GPA	No participation in ECAs	Female

4.2. Stimulus materials and pre-test

Following the manipulation aforementioned (Annex A), eight (2x2x2) experimental conditions were created, corresponding each experimental condition to a different résumé of a fictitious business job applicant (see Annex B for details). Each résumé contained a single page with information about a business fresh graduate's application to a general junior position in business/management, i.e., it was considered a fictitious business job applicant applying to his/her first job after concluding a bachelor degree in Management. The résumé contained personal data, hobbies and areas of interest, training, language and informatics skills that were kept constant across all conditions (résumés). The name of the candidate, date of birth, address, phone number, e-mail and training entities were all fictitious. No photograph was included as there is evidence that the attractiveness of applicant's résumé photo affect subsequent evaluations (Gonçalves, 2014a).

In fact, each résumé only differed in terms of the manipulated independent variable: the level of GPA, the participation or not in ECAs and Gender. For the GPA condition, two levels were considered following the Portuguese grading system: to the low level of GPA, 11 points (out of 20) were used; and to the high level of GPA, 18 points (out of 20) were considered. For the ECA condition, and following the literature, two conditions were created: with and without participation in ECAs. This later condition included the participation in three common ECAs among students: associations (participation in the local students' association), volunteering (volunteer for the V.OU) and sports (athlete of the handball university team). The gender condition – male and female - was operationalized through the name of the fictitious job candidate. A Portuguese name with male and female variations was chosen (*João* and *Joana*). Finally, each résumé was assigned one single letter (A to H), as shown in Table 1, to ensure the prompt identification of all experimental conditions.

After creating the eight résumés, they were initially pre-tested by 16 random Portuguese working adults to avoid mistakes and misunderstandings in the design and to guarantee a proper manipulation of the independent variables (GPA, ECAs and Gender) (Cooper and Schindler, 2014). Specifically, the 16 respondents were split in two separate pre-test groups: (i) evaluation group (8 people) and (ii) memory group (8 people). Participants from the group (i) were given 2 minutes to read the résumé of the fictitious

candidate bearing in mind it was an application to a general entry-level position in business/management. Afterwards, they made an overall evaluation of the job applicant in terms of the résumé's layout and clarity, adequacy of the information provided and academic/extra-academic experiences and achievements. The main goal on this pre-test group was to understand the opinion of the respondents on who the job applicant was and his/her suitability to an entry-level position, as well as on the adequacy and structure of the whole résumé. The participants from the group (ii) were given 2 minutes to read the résumé and afterwards were asked to name all the information they remembered about the job applicant. The purpose of this request was to ensure the respondents remembered the manipulation made, i.e., whether the job applicant had a high or low level of GPA x participation or not in ECA x male or female.

As a result, a few amendments were made, such as: (a) the inclusion of the name of the local university, which was not included initially (i.e., University of Porto where the study was developed), since many respondents of the pre-test groups reported that the evaluation of the GPA would strongly depend on the prestige of the University; (b) the change of the volunteering activity from Food Bank to *V.OU* (a volunteering group from the University of Porto), because some respondents reported the banalization of volunteering for the Food Bank in Portugal; (c) the addition of a few other training courses, in complement to foreign languages, related to the business and management field. With these amendments, the final eight résumés were again revised by a group of eight human resource management experts and were finally deemed plausible and equivalent to pursue this study.

4.3. Measures

The dependent variables of perceived employability and impression management were measured as follows (see Annex D for details).

Perceived employability measures

(1) *Suitability to the position*: it was measured using a 5-item scale adapted from McElroy *et al.* (2014). Through a 7 point scale (1=totally disagree and 7=totally agree), respondents were asked to rate the extent to which they perceived the job applicant as suitable

for a general entry-level junior business/management position. Items include: “*Este candidato é qualificado para exercer uma função júnior na área de economia/gestão*” and “*Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão*”. The internal consistency of this scale (Cronbach alpha) was 0.863, which adequately compares with McElroy *et al.* (2014) (0.89 for sample 1 and 0.97 for sample 2).

(2) *Personal organization and time management skills*: these skills were measured over a 4-item scale from Evers *et al.* (1998), following (Gonçalves, 2010) adaptation with Portuguese graduate students. This variable was measured with a 5 point scale (1=very low competence/ability level; 5=very high competence/ability level) and respondents were asked to rate the extent to which they perceived job applicants as more or less able to organize and manage their time. Sample items include: “*Este candidato é capaz de estabelecer prioridades*” and “*Este candidato é capaz de cumprir prazos*”. The Cronbach alpha for this scale was 0.883, which compares favourably with Evers *et al.* (1998) and Gonçalves (2010) (respectively 0.83 and 0.621).

(3) *Learning skills*: these skills were measured over a 2-item scale from Evers *et al.* (1998) following (Gonçalves, 2010) adaptation. This variable was measured with a 5 point scale (1=very low competence/ability level; 5=very high competence/ability level) and respondents were asked to rate the degree to which they perceived the job applicant as competent for a general entry-level junior business position. The two items were: “*Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano*” and “*Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional*”. The Cronbach alpha for this scale was 0.723, which is considered adequate (and higher than Evers *et al.* (1998) and Gonçalves (2010), respectively 0.669 and 0.476).

Perceived impression management

(4) *Slight image creation*: it was measured through the slight image creation measure from the Interview Faking Behavior (IFB) scale developed by Levashina and Campion (2007). Because IFB was developed and applied to interviews and the present study is applied to résumés, only two items from the tailoring category of slight image creation were chosen. Respondents were asked to rate the extent to which the job applicant engaged in slight image

creation through the résumé, following 5-item scale (1=to no extent; 5=to a very great extent). The items were: “*Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.*” and “*Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.*” The Cronbach alpha for this scale was 0.875, which is close to the original 0.90 from Levashina and Campion (2007).

(5) *Transparency*: it was measured using a 3-item scale adapted from Roulin *et al.* (2014). Respondents were asked to rate the perceived level of transparency of the job applicant following a 5 point scale (1=totally disagree; 5 = totally agree). A sample item is: “*Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato*”. The internal consistency for this scale was 0.822, which is similar to the original scale from Roulin *et al.* (2014), 0.83.

Control variables

A set of control variables were also included. Because recruiters are influenced in their decisions by the characteristics of job applicants that are similar to theirs (Ghumman *et al.*, 2013; Harrison *et al.*, 1998), respondents were asked about their *age*, *gender*, *education*, *GPA*, *earlier participation in ECAs* and *recruiting experience*, to control for possible interactions with the outcomes. *Age* was computed in years. *Gender* was dummy-coded (1=Male; 2=Female), as well as *Education* which was coded in seven categories (1=Primary Education; 2=Compulsory Education; 3=Bachelor; 4=Post-Graduation; 5=Master; 6=PhD; 7=Other). *GPA* of the last education level completed was computed in points (from 0 to 20). Finally, *earlier participation in ECAs* and *recruiting experience* were dummy-coded (Yes=1; No=2 – for both).

4.4. Sample and procedures

The sample is composed of 349 Portuguese working adults. Portuguese working adults were chosen to form the sample of this study since in Portugal the economic tissue is mainly composed by small and medium enterprises (SMEs) and, hence, the recruitment decisions are mainly done by the site-manager, the departments’ director or even by an

ordinary employee. Those were approached through social media (Facebook and LinkedIn) and by email invitation targeted to Portuguese “Leader SMEs” and “Excellent SMEs”. Those who accepted to participate were randomly assigned to one out of eight experimental conditions, i.e., to one out of the eight résumés previously created, through a *Qualtrics* link. The use of a web survey facilitated the collection of data as well as the randomization of the items, thus decreasing the risk of common method variance (Podsakoff *et al.*, 2003). After giving consent, respondents received instructions to read the résumé and rate the perceived employability of the job applicant to a general entry-level position in business/management in terms of: (a) *suitability to the position*, (b) *personal organization and time management skills*, (c) and *learning skills*. They were also asked about their impressions on the candidate, in terms of impression management, notably (d) *slight image creation* and (e) *transparency*. At the end of the survey, respondents answered a few demographic questions and provided an email contact, in case they wanted to receive the main results.

Below, Table 2 describes the sample composition by each experimental condition, i.e., the characterization of the group of respondents of each résumé.

Table 2. Sample composition by experimental condition.

	N	Age Mean	Gender		% of Grad.*	GPA Mean	Participation in ECAs (Yes)	Recruiting Experience (Yes)
			Male	Female				
Condition A	35	37	42.9%	57.1%	77.1%	14	60.0%	62.9%
Condition B	42	37	52.4%	47.6%	92.9%	14	73.8%	71.4%
Condition C	45	36	44.4%	55.6%	86.7%	14	73.3%	64.4%
Condition D	38	38	39.5%	60.5%	89.5%	15	63.2%	63.2%
Condition E	47	36	42.6%	57.4%	91.5%	14	48.9%	59.6%
Condition F	49	36	51.0%	49.0%	91.8%	14	55.1%	69.4%
Condition G	48	35	39.6%	60.4%	89.6%	14	70.8%	52.4%
Condition H	45	36	40.0%	60.0%	95.6%	14	66.7%	75.6%
Overall	349	36.13	44.1%	55.9%	89.7%	14.27	63.9%	65.0%

*Percentage of Graduates: includes respondents who reported to have, at least, one Higher Education Degree (Bachelor, Post-graduation, Master PhD).

The data present in Table 2 shows the composition of the sample (generally and by condition/résumé evaluated). Of the 349, 55.9% were female and the age mean of the respondents was 36.13 years old. Hence, they were of different age groups, which was important in this study in order not to get biased evaluations. Regarding Education, on average, more than 89% of the respondents had, at least, one Higher Education Degree and the GPA got on their last education level was, on average, 14.27. Furthermore, about 64% of the respondents participated in ECAs while they were studying and 65% had already have recruiting experience. Overall, 57.9% of the respondents worked in the tertiary sector. Also, 45% of them were in Management positions and about 40% professionals in Sales, Human Resources, Finance, among others.

From demographics composition by experimental condition, it is seen that although the prevailing number of answers is from female, conditions B and F recorded a higher number of responses from male. In terms of age, the results were similar across conditions. Moreover, in terms of Education, the level of respondents with, at least, one Higher Education degree is more than 86% except in Condition A (77%). Concerning the level of GPA, Condition D with an average mean of 15, while all the other conditions recorded 14 as the average mean of GPA. Finally, as to previous participation in ECAs, Condition E registered the lowest percentage, and in terms of recruiting experience the percentage on Condition G was the lowest across all the experimental conditions.

5. Results

5.1. Sample differences by experimental condition

As noted, the assignment of participants to the experimental conditions was done randomly. Thus, to determine sample demographic differences among the experimental conditions several analysis of variance (one-way ANOVA) were computed. Table 3 shows no statistically significant differences between conditions, for the main demographic variables, which confirms that each experimental group constituted one treatment condition required for further comparisons. This result supports the experimental manipulation and confirms that potentially “*confounding effects*” (p. 147) of each control variable were dispersed across every experimental condition (Sekaran, 2010).

Table 3. ANOVA results for differences between experimental conditions.

	F	Sig.
Age	0.36	.925*
Gender	0.45	.867*
Education	0.46	.860*
GPA	0.27	.965*
Recruiting Experience	0.94	.476*
ECAs	1.60	.133*

* $p < 0.05$

5.2. Scales validity

Prior to testing the hypotheses, several confirmatory factor analysis (CFA) were run to confirm the adequacy of the scales used (see Annex 1 for details). Overall, the results support the use of the selected measures which were created and used previously (Cole *et al.*, 2009; Evers *et al.*, 1998; Gonçalves, 2010; Levashina and Campion, 2007; McElroy *et al.*, 2014), with no items removed. Below, in Table 4, it is presented a description of each measure.

Table 4. Description of confirmatory factor analysis

	<i>n</i> <i>Items</i>	Mean	SD	Cronbach Alpha	Adapted from
Suitability to the position	5	5.00	1.28	0.863	(McElroy <i>et al.</i> , 2014)
Personal organization and time management skills	4	3.27	0.76	0.883	(Evers <i>et al.</i> , 1998; Gonçalves, 2010)
Learning skills	2	3.41	0.82	0.723	
Slight image creation	2	1.91	1.03	0.875	(Levashina and Campion, 2007)
Transparency	3	2.98	0.97	0.822	(Roulin <i>et al.</i> , 2014)

5.3. Descriptive analysis

Table 5 summarizes the means, standard deviations and inter-correlations (Pearson Coefficient) for the main research variables. In fact, all the measures are positively inter correlated except for the variable of slight image creation. This suggests that employability skills are positively interrelated, also with applicants' transparency, but when job applicants are evaluated positively in terms of employability, they tend to be evaluated negatively in terms of slight image creation.

Table 5. Means, standard deviations and inter-correlations of the measures.

Variable	M	SD	1	2	3	4	5
Suitability to the position	3.37	1.08	-				
Personal organization and time management skills	3.24	0.7	.551**	-			
Learning skills	3.41	0.71	.485**	.684**	-		
Slight image creation	1.87	0.96	-.251**	-.127*	-.142**	-	
Applicants' transparency	2.91	0.84	.166**	.278**	.275**	-.110*	-

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

5.4. Test of hypotheses

To test the hypotheses and determine the effects of academic performance and extra-curricular activities on perceptions of job applicants' employability and of impression management, several analyses of variance (ANOVA) were conducted. Results are shown in Tables 6, 7 and 8.

Table 6. Means and standard deviations of the dependent variables by condition.

	N	Suitability		Personal organization and time management skills		Learning skills		Slight image creation		Transparency	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Condition A	35	4.00	0.85	3.62	0.66	3.70	0.68	1.97	1.01	1.97	1.01
Condition B	42	3.82	0.84	3.62	0.70	3.66	0.71	2.04	1.04	2.04	1.04
Condition C	45	3.77	0.86	3.06	0.79	3.33	0.83	1.76	0.90	1.76	0.90
Condition D	38	3.59	0.93	3.34	0.55	3.50	0.62	1.66	0.83	1.66	0.83
Condition E	47	3.25	0.99	3.29	0.65	3.50	0.58	1.87	0.97	1.87	0.97
Condition F	49	2.89	0.95	3.07	0.52	3.34	0.60	1.68	0.95	1.68	0.95
Condition G	48	3.00	1.32	3.16	0.68	3.30	0.73	1.90	1.01	1.90	1.01
Condition H	45	2.89	1.16	2.88	0.71	3.06	0.73	2.08	0.95	2.08	0.95
Overall	349	3.37	1.08	3.24	0.70	3.41	0.71	1.87	0.96	1.87	0.96

Table 7. Test of hypotheses - ANOVA results by group and dependent variable.

Effects between groups	Suitability		Personal organization and time management skills		Learning skills		Slight image creation		Transparency	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
High vs. Low GPA⁽¹⁾	52.41	.000***	16.26	.000***	10.06	.002**	0.07	.788*	1.81	.179*
ECAs vs. No ECAs⁽²⁾	1.59	.208*	13.83	.000***	10.65	.001**	0.04	.842*	1.97	.162*
High GPA & ECAs⁽³⁾	26.20	.000***	32.16	.000***	14.90	.000***	2.04	.154*	0.05	.832*
Low GPA & No ECAs⁽⁴⁾	20.50	.000***	12.53	.000***	13.57	.000***	2.00	.157*	0.07	.788*

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

⁽¹⁾ Conditions A, B, C and D versus Conditions E, F, G and H

⁽²⁾ Conditions A, B, E and F versus Conditions C, D, G and H

⁽³⁾ Conditions A and B versus Conditions C, D, E, F, G and H

⁽⁴⁾ Conditions G and H versus Conditions A, B, C, D, E and F

Table 8. Test of hypotheses – ANOVA means by group and dependent variable.

Effects between groups	Suitability		Personal organization and time management skills		Learning skills		Slight image creation		Transparency	
	M ₁	M ₂	M ₁	M ₂	M ₁	M ₂	M ₁	M ₂	M ₁	M ₂
High vs. Low GPA ⁽¹⁾	3.79	3.00	3.40	3.10	3.54	3.30	1.85	1.88	2.83	2.96
ECAs vs. No ECAs ⁽²⁾	3.44	3.29	3.37	3.10	3.53	3.29	1.88	1.86	2.96	2.84
High GPA & ECAs ⁽³⁾	3.90	3.22	3.62	3.13	3.68	3.33	2.00	1.83	2.88	2.91
Low GPA & ECAs ⁽⁴⁾	2.94	3.52	3.02	3.32	3.18	3.49	1.98	1.82	2.88	2.91

⁽¹⁾ Conditions A, B, C and D = M₁; Conditions E, F, G and H = M₂

⁽²⁾ Conditions A, B, E and F = M₁; Conditions C, D, G and H = M₂

⁽³⁾ Conditions A and B = M₁; Conditions C, D, E, F, G and H = M₂

⁽⁴⁾ Conditions G and H = M₁; Conditions A, B, C, D, E and F = M₂

Effects of GPA - Hypotheses 1 and 2

To facilitate the comparison between groups, and test hypotheses H1 and H2, two new variables were computed: (1) *High GPA* for the conditions with high levels of GPA (conditions A to D) and (2) *Low GPA* for the conditions with low levels of GPA (conditions E to H), as shown in the first line of Table 7. The first line of Table 8 shows the means by dependent variable and by group resulting from the test of Hypotheses 1 and 2.

Hypothesis 1 predicted that job applicants with higher levels of GPA would be perceived more positively in terms of (a) suitability to the position, (b) personal organization and time management and (c) learning skills. The results of the ANOVA shown in Table 7 support this hypothesis. In terms of (a) suitability to the position, job applicants with high levels of GPA were perceived more positively ($M_1 = 3.79$) than job applicants with low levels of GPA ($M_2 = 3.00$) and this difference is statistically significant ($F(1,348) = 52.41$, $p < 0.001$). Furthermore, those with high levels of GPA were perceived more positively than their counterparts regarding (b) personal organization and time management ($M_1 = 3.40$ versus $M_2 = 3.10$) and (c) learning skills ($M_1 = 3.54$ versus $M_2 = 3.30$) and these differences are statistically significant ($F(1,348) = 16.26$, $p < 0.001$ and $F(1,348) = 10.06$, $p < 0.01$, respectively).

Hypothesis 2 predicted that job applicants with higher levels of GPA would be perceived (a) more negatively regarding job efforts of slight image creation and (b) more positively in terms of transparency. The ANOVA results shown in Table 7 do not supported these hypotheses, since differences between groups are not statistically significant for (a) for efforts of slight image creation ($M1 = 1.85$ for high GPA versus $M2 = 1.88$ for low GPA; $F(1.348 = 0.07)$, $p=0.788$) nor for (b) transparency ($M1 = 2.83$ versus $M2 = 2.96$, $F(1.348 = 1.81)$, $p=0.179$).

Effects of ECAs - Hypotheses 3 and 4

To facilitate the comparison between groups, and test hypotheses H3 and H4, two new variables were computed: (1) *High ECA* for the conditions of participation in ECAs (Conditions A, B, E and F) and (4) *Low ECA* for the remaining conditions, with no participation in ECAs (Conditions C, D, G and H). The ANOVA results are presented in the second line of Table 7. The second line of Table 8 shows the means by dependent variable and by group resulting from the test of Hypotheses 3 and 4.

Hypothesis 3 dealt with the impact of participating in ECAs on the perceived employability of job applicants in terms of (a) suitability to the position, (b) personal organization time management skills and (c) learning skills. The ANOVA results shown in Table 7 partially support this hypothesis. In fact, job applicants participating in ECAs were perceived as more suitable ($M1 = 3.44$) than their counterparts ($M2 = 3.29$), but this difference is not statistically significant ($F (1.348) = 1.59$, $p=0.208$). Yet, the hypothesis H3(b) for personal organization and time management, is confirmed since job applicants of *High ECAs* are perceived more positively ($M1 = 3.37$) than those of *Low ECAs* ($M2 = 3.10$) and this difference is statistically significant ($F (1.348) = 13.83$, $p<0.001$). Similarly, a statistically significant result was found regarding (c) learning skills in which job applicants with participation in ECAs were evaluated more positively ($M1 = 3.53$) than those with no participation ($M2 = 3.29$; $F (1.348) = 10.64$, $p<0.01$). Overall, these results support hypothesis H3b and H3c.

As for *Hypothesis 4*, it is expected that the participation in ECAs is (a) positively associated to applicants 'efforts of slight image creation and (b) negatively associated to

applicants' transparency. As shown in Table 7, these hypotheses are not supported as (a) efforts of slight image creation ($M1 = 1.88$) are similar to those with no participation ($M2 = 1.86$, $F(1,348) = 0.04$, $p = 0.842$) and (b) perceived transparency is similar for applicants with ECAs ($M1 = 2.96$ against $M2 = 2.84$, $F(1,348) = 1.97$, $p = 0.162$).

Joint Effects of GPA and ECAs - Hypothesis 5 and 6

To test these two hypotheses, two new variables were computed and compared (third line in Table 7): *High GPA & ECAs* for the conditions with both high levels of GPA and participation in ECAs (conditions A and B) and *Low GPA & ECAs* for the remaining cases (Conditions from C to H). The third line of Table 8 shows the means by dependent variable and by group resulting from the test of Hypotheses 5 and 6.

Hypothesis 5 predicted that the participation in ECAs, combined with a high level of GPA, is positively associated with perceived employability terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills. Results from Table 7 support this hypothesis. In terms of suitability to the position, job applicants of *High GPA & ECAs* were perceived more positively ($M1 = 3.90$) than those from the remaining conditions ($M2 = 3.22$) and this difference is statistically significant ($F(1,348) = 26.20$, $p < 0.001$). Similarly, these job applicants are perceived more positively in terms of personal organization and time management skills ($M1 = 3.62$) and learning skills ($M1 = 3.68$) than their counterparts (respectively $M2 = 3.13$ and $M2 = 3.33$) and these differences are statistically significant, respectively ($F(1,348) = 32.16$, $p < 0.001$) and ($F(1,348) = 14.90$, $p < 0.001$).

Hypothesis 6 predicted that the participation in ECAs, combined with a high level of GPA, is (a) positively associated to applicants' efforts of slight image creation and (b) negatively associated to applicants' perceived transparency positively. Table 7 shows no statistical significance differences for these variables ($p = 0.154$ and $p = 0.832$, respectively), which do not support these hypotheses.

Joint Effects of GPA and ECAs - Hypothesis 7 and 8

To test these hypotheses, two new variables were computed (fourth line in Table 7): *LOWGPAECA* for the conditions with both low levels of GPA and no participation in ECAs (Conditions G and H) and *OTHERGPAECA2* for the remaining cases (Conditions from A to F). The fourth line of Table 8 shows the means by dependent variable and by group resulting from the test of Hypotheses 7 and 8.

Hypothesis 7 stated that the absence of participation in ECAs, combined with a low level of GPA, is negatively associated with perceived employability terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills. The results shown in Table 7 support this hypothesis. Overall, job applicants with low GPA and ECAs are perceived more negatively than the job applicants from the remaining conditions, in terms of (a) suitability to the position ($M1 = 2.94$ versus $M2 = 3.52$); $F(1,348) = 20.50, p < 0.001$); (b) personal organization and time management skills ($M1 = 3.02$ versus $M2 = 3.32$; $F(1,348) = 12.53, p < 0.001$); and (c) learning skills ($M1 = 3.18$ versus $M2 = 3.49, F(1,348) = 13.57, p < 0.001$).

Finally, *Hypothesis 8* predicted that the absence of participation in ECAs, combined with a low level of GPA, is negatively associated to (a) applicants' efforts of image creation; and (b) positively associated to perceived applicants' transparency. ANOVA results shown in Table 7 do not support these hypotheses ($p = 0.157$ and $p = 0.788$, respectively).

5.5. Post-hoc tests

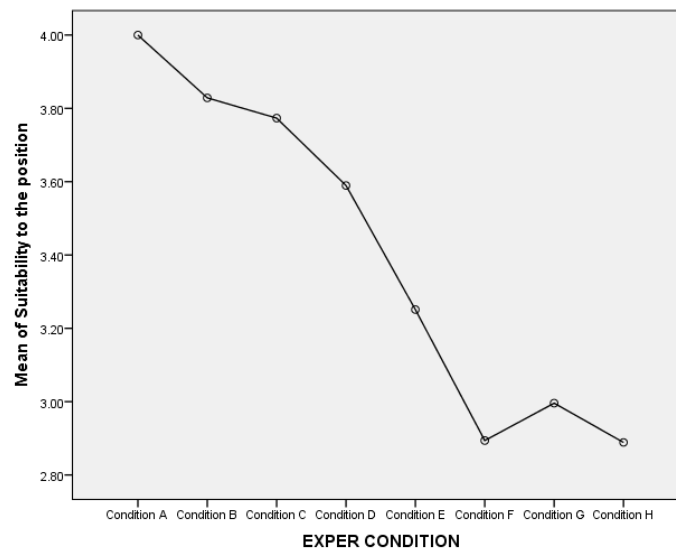
Post-Hoc tests were computed to better understand the aforementioned differences between the eight experimental conditions (Pallant, 2005). These tests were run for the dependent variables for which statistical significant differences were found, i.e., (1) *suitability to the position*, (2) *personal organization and time management skills* and (3) *learning skills*.

Suitability to the position

Plot 1 shows that the rates regarding applicants' suitability are descendent along the eight experimental conditions. Although applicants from conditions A, B, C are all evaluated

more positively than applicants from conditions F, G and H (with statistical significance), the same does not happen to condition D whose differences are significant when compared to the conditions F and H but not when compared to condition G ($p>0.05$). Apparently, a female with low level of GPA and no participation in ECAs (condition H) has the lowest mean in terms of suitability, even when compared to condition G, although this difference is not statistically significant.

Plot 1. Mean plot of suitability



Specifically, Post-Hoc tests highlight differences between the conditions C and D and the condition F but not with the condition E in terms of suitability to a position. Apparently, compared to job applicants with high level of GPA and no participating in ECAs (Conditions C and D), a male candidate with low GPA that participate in ECAs (Condition E) is perceived more positively in terms of suitability than a female with the same characteristics (Condition F).

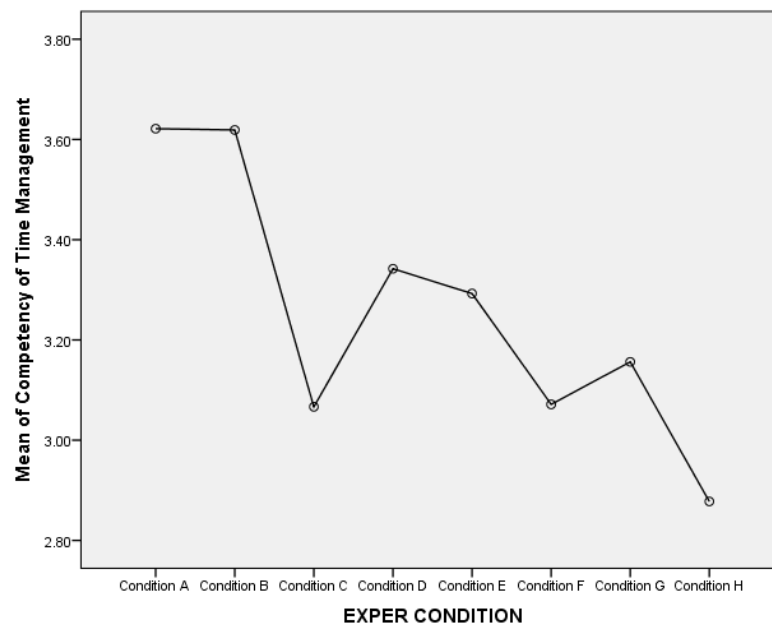
Personal organization and time management skills

Plot 2 shows graphically the differences across conditions. Although the means of conditions A and B are the highest when compared to the remaining conditions, after

computing Post-Hoc tests these differences are statistical significant differences only with the means for conditions C, F, G and H. Again, a female with a low level of GPA and no participation in ECAs (Condition H) has the lowest mean in terms of personal organization and time management skills, even when compared to a male with the same characteristics (Condition G), although this difference is not statistically significant.

Moreover, regarding time management, a male with a high level of GPA and not participating in ECAs (Condition D) is seen more positively (with statistical significance) than a female with no participation in ECAs and low of GPA (Condition H) but not than a male with the same characteristics (Condition G).

Plot 2. Mean plot of organization and time management skills

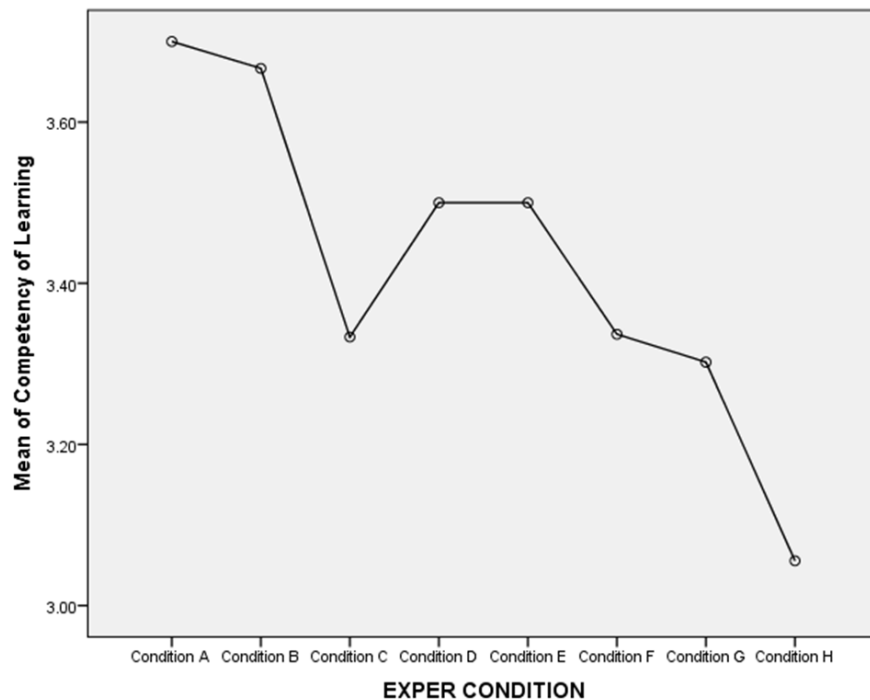


Likewise, a male or a female with a high level of GPA and no participation in ECAs (Conditions C and D) do not attain a statistically significant difference in relation to a male or a female with a low level of GPA and who participate in ECAs (Conditions E and F). Therefore, it seems that the participation in ECAs can compensate a low GPA in terms of employability, at least in terms for personal organization and time management skills.

Learning skills

Plot 3 graphically compares the assessment of learning skills in the eight experimental conditions.

Plot 3. Mean plot of learning skills



As shown, conditions A and B (male or female with high level of GPA and participating in ECAs) have the highest means compared to the remaining conditions. Nevertheless, according to Post-Hoc tests and in terms of learning skills, these differences are not statistically significant except when compared to condition H (female with low level of GPA and no participation in ECAs). Condition E (male with low level of GPA participating in ECAs)'s mean differences are statistically significant also when compared with condition H. Surprisingly, no more significant statistics were found among the remaining conditions ($p > 0.05$). It suggests that, regarding learning skills, a female with a low level of GPA and no participation in ECAs (Condition H) is seen more negatively than a male with the same characteristics (Condition G), although with no statistical significance.

Gender effects

Although no hypotheses were presented for gender, it was one of the independent variables. Therefore, several analyses of variance were run (ANOVA) to determine whether there are significant differences between male (A, C, E and G) and female (B, D, F and H) conditions. In fact, albeit male conditions had higher mean scores than female conditions in all the dependent variables (Table 9), the differences are not statistically significant (Table 10). Yet, Post-Hoc tests highlight some differences between conditions. In terms of suitability to a position, a male candidate with low GPA that participate in ECAs (Condition E) is perceived more positively than a female with the same characteristics (Condition F). Moreover, the results might suggest that, for suitability, personal organization and time management skills and learning skills, a male candidate with low GPA and no participation in ECAs (Condition G) is perceived more positively when compared to a female candidate with the same characteristics (Condition H), although with no significant differences.

Table 9. Means and standard deviations by gender.

Effects between groups	Suitability		Personal organization and time management skills		Learning skills		Transparency		Slight image creation	
	M	SD	M	SD	M	SD	M	SD	M	SD
Male ⁽¹⁾	3.47	1.10	3.26	0.72	3.44	0.72	2.98	0.83	1.87	0.97
Female ⁽²⁾	3.27	1.06	3.21	0.68	3.38	0.70	2.83	0.85	1.86	0.96
	3.37	1.08	3.24	0.70	3.41	0.711	2.91	0.84	1.87	0.96

⁽¹⁾ Conditions A, C, E and G

⁽²⁾ Conditions B, D, F and H

Table 10. ANOVA results by gender.

Effects between groups	Suitability		Personal organization and time management skills		Learning skills		Slight image creation		Transparency	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Male vs. Female	2.84	.093*	0.45	.503*	0.70	.404*	0.00	0.95*	2.98	.085*

* p < 0.05

Interaction effects

Finally, the interaction effects between the control variables (*age, gender, education, GPA, earlier participation in ECAs and recruiting experience*) and the independent variables were tested to understand whether the characteristics of respondents interacted with the assessment the job candidates.

Table 11 presents the main results. In fact, none of the evaluations in terms of applicants' employability and impression management differed according to the respondents demographic characteristics, which validates the main effects between-groups previously described.

Table 11. Summary of within-groups analysis.

Interaction Effects	Suitability		Personal organization and time management skills		Learning skills		Slight image creation		Transparency	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Condition (C)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
C * Age	0.75	.633*	1.00	.497*	1.00	.497*	0.86	.830*	0.79	.927*
C * Gender	1.13	.343*	0.83	.561*	0.83	.561*	0.90	.505*	0.86	.541*
C * Education	0.93	.575*	0.80	.766*	0.80	.766*	0.75	.834*	1.25	.172*
C * GPA ⁽¹⁾	1.55	.151*	0.98	.449*	0.98	.449*	0.94	.579*	1.30	.118*
C * ECAs ⁽²⁾	0.62	.737*	0.39	.911*	0.39	.911*	1.15	.331*	0.86	.542*
C * REXP ⁽³⁾	0.79	.611*	1.12	.352*	1.12	.352*	0.69	.684*	1.13	.342*

* p < 0.05

6. Discussion

The main goal of the present study was to examine the effect of academic performance (GPA) and extracurricular activities (ECAs) on the perceptions of employability and impression management of business and management job applicants. Specifically, this study examined how résumés containing information about applicants' GPA and ECAs are rated in terms of: (1) *suitability to the position*, (2) *personal organization and time management skills*, (3) *learning skills*, (4) *slight image creation* and (5) *transparency*. Table 12 summarizes the main results.

Table 12. Overall results from the test of hypotheses.

Hypothesis	Description	Result
H1	A high level of GPA is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.	Supported
H2	A high level of GPA is (a) negatively associated to applicants' efforts of slight image creation and (b) positively associated with applicants' transparency.	Not supported
H3	The participation in ECAs is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills, and (c) learning skills.	Partially supported - (b) and (c)
H4	The participation in ECAs is positively associated to (a) applicants' efforts of slight image creation and (b) is negatively associated to applicants' transparency.	Not supported
H5	The participation in ECAs, combined with a high level of GPA, is positively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.	Supported
H6	The participation in ECAs, combined with a high level of GPA, is positively associated to (a) applicants' efforts of slight image creation and (b) is negatively associated to perceived applicants' transparency.	Not supported
H7	The absence of participation in ECAs, combined with a low GPA, is negatively associated with perceived employability in terms of (a) suitability to the position, (b) personal organization and time management skills and (c) learning skills.	Supported

H8	The absence of participation in ECAs, combined with a low level of GPA, is negatively associated to (a) applicants' efforts of slight image creation and (b) positively associated to perceived applicants' transparency.	Not supported
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As shown in Table 12, the results partly support the hypotheses (H1, H3 (b) and (c), H5 and H7). The findings not only stress the individual influence of GPA and ECAs but also their joint impact in terms of employability. Overall, candidates' academic performance and participation in ECAs affect their perceived employability skills, which is consistent with earlier research (Campion and Brown, 1994; Imose and Barber, 2015; Lau *et al.*, 2014; Roth and Bobko, 2000; Rubin *et al.*, 2002; Thompson *et al.*, 2013). Yet, results do not support the link between GPA and participation in ECA's and the perception of applicants' engagement in impression management, which suggest that the information from the résumé is trusted.

First, the results of this study highlight that concerning academic performance, job applicants with a higher level of GPA are better perceived in terms of *suitability to a position*. These findings corroborate earlier research since previous studies showed that résumés with higher GPAs get better evaluations than those with low GPAs (Hassanbeigi *et al.*, 2011; Thoms *et al.*, 1999). Moreover, job applicants' résumés with high levels of GPA were perceived as being more organized and having *better time management* and *learning skills* than their peers (with low level of GPA). According to previous research, GPA is a good indicator of intelligence (Roth and Bobko, 2000) and of mathematical skills (Campion and Brown, 1994). Therefore, the results of this study confirm that GPA is a predictor of employability skills (Cole *et al.*, 2003), at least among applicants to entry-level positions.

Second, job applicants participating in ECAs were not seen as more *suitable* than their counterparts (not participating in ECAs), which contradicts earlier findings on the individual importance of participating in ECAs for job applicants to appear distinctive (Brown and Hesketh, 2004; Brown *et al.*, 2003; Merino, 2007; Roulin and Bangerter, 2013a, 2013b; Tchibozo, 2007; Thompson *et al.*, 2013). Therefore, these results suggest the participation in ECAs does not account for more suitability than the level of GPA when evaluating business and management job applicants' for entry-level positions (McElroy *et al.*, 2014). In other words, the mere participation in such activities does not increase the chances to be called for

an interview or to be considered as more suitable for a certain position. On the other hand, job applicants participating in ECAs were better perceived than their peers in terms of *personal organization and time management skills* and *learning skills*. Hence, despite not increasing their *suitability*, this study confirms that the participation in ECAs is a predictor of some employability skills (Campion and Brown, 1994; Cole *et al.*, 2007; Nemanick and Clark, 2002; Roulin and Bangerter, 2013a) which support students' motivation to engage in such activities (Thompson *et al.*, 2013).

Third, job applicants in conditions of high levels of GPA and participation in ECAs were seen as more *suitable to the position* than their peers in the remaining experimental conditions. Inversely, those with low GPAs and no engagement in ECAs were the least *suitable* to an entry-level position. These findings corroborate earlier research since résumés with both high GPAs and ECAs get higher scores (Cole *et al.*, 2007; Nemanick and Clark, 2002) and are more attractive to recruiters (Cariaga, 1998; HKICPA, 2001). Yet, in this study, the participation in ECAs *per se* is not enough to overcome a poor GPA in terms of the perceptions of *suitability to an entry-level job*. Additionally, the evaluations made on *personal organization and time management skills* and *learning skills* is more positive for job applicants with high GPAs and participation in ECAs and more negative for those with low GPAs and no participation in ECAs. Thus, beyond being individual predictors of employability skills, the results of this study suggest GPA and ECAs are also conjoint predictors of such skills.

Regarding the evaluation on job applicants' perceived impression management, the results of this study did not support the hypotheses. The results suggest that the information in a résumé, *per se*, is not enough to elicit a clear impression of the applicant in terms of *efforts of slight image creation* and *transparency*. Therefore, this study does not confirm previous research which highlights the use of ECAs in relation to applicants' use of *slight image creation* (Levashina and Campion, 2007) and *transparency* (Roulin *et al.*, 2014), nor the hypothesized effect of being "*too good to be true*" for those who have a high level of GPA and, at the same time, participate in ECAs. Results may also suggest that the information contained in a résumé is usually trusted, and contrary to job-interviews, résumés are less subject to the suspicion of recruiters. Future research might test these predictions.

Finally, it is worth noticing the absence of significant gender differences which is consistent with the findings from Gonçalves (2010) and Evers *et al.* (1998) who found no significant gender differences on the evaluation of graduates' employability skills. While the statistical differences were not significant, the results of Post-Hoc tests suggest that a female with low GPA and no participation in ECAs (Condition H) is seen more negatively than a male with the same characteristics (Condition G), in terms of suitability, personal organization and time management skills and learning skills, which suggest a gender bias. As women attain better academic results than men (Dayioğlu and Türüt-Aşık, 2007; Sheard, 2009) this result indicates a derogation effect toward women, which might be tested in future.

7. Conclusion

This study intended to fulfil a gap found in the research by examining the effect of academic performance (GPA) and extracurricular activities (ECAs) on the perceptions of employability and of impression management of business and management job applicants. For this purpose, this study examined how résumés, containing information about applicants' level of academic performance and extracurricular activities, are evaluated in terms of: (1) *suitability to the position*, (2) *personal organization and time management skills*, (3) *learning skills*, (4) *slight image creation* and (5) *transparency*.

The results of the study highlight applicants who attain a high level of GPA and participate in ECAs are the most suited to an entry business/management position and also the more employable in terms of personal organization and time management and learning skills. On the other hand, the least employable are young job applicants with a low level of GPA and no participation in ECAs. While the participation in extracurricular activities is not enough to overcome a low level of GPA and, individually, does not increase a job applicants' *suitability* to an entry business position, it is beneficial in terms of *personal organization and time management skills* and *learning skills*.

Results also indicate that respondents cannot discern the use of deceptive tactics and the transparency of applicants from the résumé, which suggest that people usually trust the information provided and require interpersonal information before concluding about the transparency and candour of job applicants. Moreover, no gender differences were found.

Overall, this study confirm that being or not employable depends on how a job applicant stands out relative to others (Brown *et al.*, 2003), especially in terms of GPA and its combination with the participation in ECAs. In addition to the contributions to the literature, this finding have implications to high education institutions aiming to raise graduates employability.

7.1. Theoretical implications

Brown *et al.* (2003) argue that employability is not only defined by individual characteristics (*absolute dimension of employability*) since it also varies according to the

economical context. Moreover, due to an increasing number of people in the labour market with a Higher Education credential, its value “(...) *as a screening device declines*” (Brown *et al.*, 2003, p. 115). In fact, “*employability not only depends on fulfilling the requirements of a specific job, but also on how one stands relative to others within a hierarchy of job seekers*” (Brown *et al.*, 2003, p. 111). Hence, job applicants need to appear distinctive to succeed in the transition to the labour market (Brown and Hesketh, 2004).

The present study contributes to this debate on employability by highlighting how business job applicants’ strategies can lead them to appear positively distinctive when applying for an entry-level position. In fact, the results show business graduates from both genders with a high academic performance and participating in extracurricular activities are perceived as the most suitable (and thus employable) when compared to their peers. On the other hand, business job applicants from both genders with a low academic performance and not participating in ECAs are perceived as the least employable. Therefore, these results corroborate previous studies on business job applicants’ need to be positively distinctive (Roulin and Bangerter, 2013b) but also complement them by highlighting in which circumstances they are perceived as such. Additionally, future research can evaluate the impact of other strategies used by business job applicants in order to appear distinctive and to develop employability skills, such as internships. In fact, earlier research show that the résumés of young job applicants’ with work experience get significant high employability ratings (Cole *et al.*, 2007) and that internships are valuable in terms of future employability (Andrews and Higson, 2014).

Moreover, the evaluations from the respondents revealed no differences of opinion according to their age, gender, education, level of GPA, previous participation in ECAs and recruiting experience. Hence, this means it is possible to get consensus on the evaluations made about employability with only one page résumé, which corroborates the prevailing idea that being or not being employable depends on the individual characteristics and on how he/she stand out relative to others (*absolute versus relative dimension of employability*) (Brown *et al.*, 2003).

Furthermore, the main findings of this study complement previous theoretical results regarding the perspective from which job applicants’ academic performance and

participation in extracurricular activities are evaluated. In fact, although previous studies have used students (McKinney *et al.*, 2003; Nemanick and Clark, 2002; Roth and Bobko, 2000; Rubin *et al.*, 2002; Thompson *et al.*, 2013; Thoms *et al.*, 1999) or recruiters' perspectives to evaluate such strategies (Cole *et al.*, 2003; Cole *et al.*, 2007), only a few have addressed the opinion of working adults (Lau *et al.*, 2014). In addition, even less has done so through a quasi-experimental design, which is less subject to assessment biases. Therefore, the present study offers an important methodological contribution, as well as robust results, less subject to the common method variance (Podsakoff *et al.*, 2003).

Finally, the present study brought relevant theoretical implications to research on impression management. In fact, the results suggest two alternative explanations that can be further examined in future. First, the results indicate that people consider the information from a résumé insufficient to form an accurate impression about the candidates' engagement in deceptive tactics and consequent level of transparency. Second, results suggest people usually rely on the information provided in a résumé, and thus trust that applicants are transparent and are not using deceptive tactics. Because job applicants are often concerned about the enlightenment of their positive characteristics, skills, achievements and professional experiences through the use of honest tactics (Roulin *et al.*, 2014), future research may evaluate if, contrary to the use of deceptive tactics, the information provided in the résumé is perceived as sufficient (or not) to evaluate the engagement of applicants in honest impression management.

7.2. Limitations and future research

The present study should be seen on behalf of its own limitations. First, this study evaluates the impact of extracurricular activities in a general way. In fact, three of the most common extracurricular activities in previous research were considered in job applicants' résumés – students' associations, volunteering and sports. Yet, this study does not assess the specific impact of each ECAs on perceived employability and impression management. Therefore, future research may address this limitation by evaluating the individual impact of different extracurricular activities on applicants' suitability, employability skills or

impression management tactics, since there is some earlier evidence of different outcomes across each extracurricular activity (Campion and Brown, 1994; Cole *et al.*, 2007; Nemanick and Clark, 2002; Roulin and Bangerter, 2013a).

Second, this study evaluated the perceived employability of business job applicants, so findings may not apply to other professional groups such as medicine, sports or design. For instance, it is known that at the university, medicine students are not primarily focused on their academic performance or participation in extracurricular activities, but in getting involved in research projects due to its importance to their future career (Nikkar-Esfahani *et al.*, 2012; Park *et al.*, 2010). Therefore, it is possible that the importance of academic performance and extracurricular activities in terms of perceived employability varies according to the occupational group and, therefore, future research could address this limitation by directly comparing the business field with other professional areas.

Lastly, on the online experiment, respondents had only one opportunity to read and evaluate the résumé randomly assigned to them, which was pointed out as a limitation by some respondents in the suggestions section. In fact, the intention was to evaluate the first impressions about the job applicants which, according to the results, were effective to detect significant differences among them. Yet, further research could evaluate whether, in the same circumstances, the chance of having an opportunity to revisit the résumé leads to different conclusions about the impact of academic performance, extracurricular activities and gender on the perceptions of employability and impression management.

7.3. Practical implications

The results from this quasi-experimental design show that academic performance and extracurricular activities impact the perceived employability of business job applicants. Therefore, this study has several practical implication to very different stakeholders.

First, and target to the employing companies, the results reflect the importance of academic performance combined with ECAs as selection criterion to entry-level jobs. Therefore, employing companies aiming to attract the best talent should develop specific actions to sign the primary importance of academic performance, as a predictor of job suitability. Additionally, the participation in extracurricular activities may also be highlighted

as an important strategy to develop skills essential in any professional context, such as personal organization and time management skills as well as learning skills.

Second, the findings of this study might support students' efforts to better target the better workplaces and be distinctive. In fact, students should firstly focus on getting a high level of academic performance, since extracurricular activities on their own are not enough to increase a job applicant's suitability. Moreover, when having a high level of academic performance, business students should combine it with a participation in extracurricular activities in order to be perceived as more employable. Finally, as a low level of academic performance decreases their perceived employability, business students with a low level of GPA should be careful before communicating that information in the résumé.

Lastly, Higher Education institutions may develop specific actions and strategies to better prepare their graduates. Those institutions should create the mechanisms to warn students, including participants in extracurricular activities, about the importance of academic performance for their future employability. In fact, although Higher Education institutions may emphasize the relevance of participating in activities out of the classroom (ECAs) to develop employability skills, their level of GPA should be highlighted as of major importance and should not be neglected. Accordingly, Universities should continue to work on building a bridge between the theoretical and practical experience (Avramenko, 2012), by promoting students' performance within and out of the classroom and by enhancing their successful transition to the workplace.

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Annexes

Annex A – Quasi-experimental design of the study

Independent variables		Gender	N (240 Min.)	Dependent variables				
				Perceived job applicants' employability in terms of:			Perceived job applicants' impression management in terms of:	
High levels of GPA	ECA	M	30	Suitability to the position	Personal organization and time management skills	Learning skills	Slight image creation	Transparency
		F	30					
	No ECA	M	30					
		F	30					
Low levels of GPA	ECA	M	30					
		F	30					
	No ECA	M	30					
		F	30					
2	2	2	240	Control Variables: Age, Gender, Education, GPA, Participation in ECAs, Recruiting Experience				

Source: Author's elaboration

- **Experimental Condition A**

A

• Experimental Condition B

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Áreas de Interesse

Procuro uma experiência
profissional desafiante numa
das seguintes áreas: **Gestão
Financeira, Logística e
Comercial.**

Disponibilidade

Possuo disponibilidade para
começar a trabalhar em full-
time a partir de Setembro de
2015, tendo total mobilidade
nacional e internacional.

Hobbies

Leitura, Música, Viagens,
Televisão, Línguas e Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão 2012-2015

Média Atual: 18 valores | Data Prevista de Conclusão: Julho de 2015

Principais Disciplinas: *Finanças, Contabilidade de Gestão, Contabilidade
Financeira, Gestão das Operações, Gestão Comercial e Marketing.*

Atividades Extracurriculares

Associação de Estudantes 2013-2015

Departamento Financeiro | *Gestão diária das operações de tesouraria*

V.OU. – Universidade do Porto 2012-2015

Voluntariado Universitário | *Ações e projetos de solidariedade, ações de
promoção da saúde em escolas do 1º ciclo e acompanhamento social de idosos
e pessoas que vivem em contexto de solidão*

Andebol - Universidade do Porto 2012-2015

Equipa Interuniversitária | *Capitã de equipa*

Formação Complementar

Curso em Sistema de Normalização Contabilística 2014

Formação 360º Graus | *20 horas*

Curso de Orçamentação e Gestão Financeira 2013

Vantagem Formativa | *30 horas*

Competências

Informática

Microsoft Office | *Utilizador Avançado*

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Inglês | *Avançado*

Espanhol | *Intermédio*

Data: Março de 2015

B

• Experimental Condition C

JOÃO MARTINS ANTUNES

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∴ jma55955@mail.telepac.pt

∴ (+351) 932 255 555

∴ 26 de Fevereiro de 1994

∴ Português

∴ Licença de Condução
Europeia

Áreas de Interesse

Procuro uma experiência
profissional desafiante numa
das seguintes áreas: **Gestão
Financeira, Logística e
Comercial.**

Disponibilidade

Possuo disponibilidade para
começar a trabalhar em full-
time a partir de Setembro de
2015, tendo total mobilidade
nacional e internacional

Hobbies

Leitura, Música, Viagens,
Televisão, Línguas e Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão 2012-2015

Média Atual: 18 valores | Data Prevista de Conclusão: Julho de 2015

Principais Disciplinas: *Finanças, Contabilidade de Gestão, Contabilidade
Financeira, Gestão das Operações, Gestão Comercial e Marketing.*

Formação Complementar

Curso em Sistema de Normalização Contabilística 2014
Formação 360º Graus | 20 horas

Curso de Orçamentação e Gestão Financeira 2013
Vantagem Formativa | 30 horas

Competências

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Línguas

Português | *Língua Nativa*

Inglês | *Avançado*

Espanhol | *Intermédio*

Data: Março de 2015

C

• Experimental Condition D

JOANA Martins ANTUNES

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Línguas

Português | *Língua Nativa*

Inglês | *Avançado*

Espanhol | *Intermédio*

Data: Março de 2015

D

• Experimental Condition E

JOÃO Martins ANTUNES

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Europeia

Áreas de Interesse

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Educação

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Média Atual: 11 valores | Data Prevista de Conclusão: Julho de 2015

Principais Disciplinas: *Finanças, Contabilidade de Gestão, Contabilidade
Financeira, Gestão das Operações, Gestão Comercial e Marketing.*

Atividades Extracurriculares

Associação de Estudantes 2013-2015

Departamento Financeiro | *Gestão quotidiana das operações financeiras*

V.OU. – Universidade do Porto 2012-2015

Voluntariado Universitário | *Ações e projetos de solidariedade, ações de
promoção da saúde em escolas do 1º ciclo e acompanhamento social de idosos
e pessoas que vivem em contexto de solidão*

Andebol - Universidade do Porto 2012-2015

Equipa Interuniversitária | *Capitão de equipa*

Formação Complementar

Curso em Sistema de Normalização Contabilística 2014

Formação 360º Graus | *20 horas*

Curso de Orçamentação e Gestão Financeira 2013

Vantagem Formativa | *30 horas*

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Data: Março de 2015

E

• Experimental Condition F

JOANA Martins ANTUNES

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Média Atual: 11 valores | Data Prevista de Conclusão: Julho de 2015

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Departamento Financeiro | *Gestão quotidiana das operações financeiras*

V.OU. – Universidade do Porto 2012-2015

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Andebol - Universidade do Porto 2012-2015

Equipa Interuniversitária | *Capitã de equipa*

Formação Complementar

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Formação 360º Graus | *20 horas*

Curso de Orçamentação e Gestão Financeira 2013

Vantagem Formativa | *30 horas*

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Português | *Língua Nativa*

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Espanhol | *Intermédio*

Data: Março de 2015

F

• Experimental Condition G

JOÃO Martins ANTUNES

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Português | *Língua Nativa*

Inglês | *Avançado*

Espanhol | *Intermédio*

Data: Março de 2015

G

• Experimental Condition H

JOANA Martins ANTUNES

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Europeia

Áreas de Interesse

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Financeira, Logística e
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Televisão, Línguas e Desporto.

Educação

Universidade do Porto – Licenciatura em Gestão

2012-2015

Média Atual: 11 valores | Data Prevista de Conclusão: Julho de 2015

Principais Disciplinas: *Finanças, Contabilidade de Gestão, Contabilidade
Financeira, Gestão das Operações, Gestão Comercial e Marketing.*

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Curso em Sistema de Normalização Contabilística

2014

Formação 360º Graus | 20 horas

Curso de Orçamentação e Gestão Financeira

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Data: Março de 2015

H

Annex C – Mailing Invitation and Survey

C.1. Mailing Invitation



A EMPREGABILIDADE DOS DIPLOMADOS EM ECONOMIA/GESTÃO

Bom dia/Boa tarde,

*O meu nome é Diogo Ramalheira e faço parte de uma equipa de investigação da **Faculdade de Economia da Universidade do Porto**.*

*O presente estudo, dirigido a trabalhadores Portugueses, tem como principal objetivo avaliar a **Empregabilidade dos Diplomados em Economia/Gestão**. Neste sentido, vimos pelo presente meio solicitar a sua colaboração, anónima e confidencial, através do preenchimento de um **breve inquérito** no seguinte link: **Empregabilidade AB 2015/Empregabilidade C_H 2015**.*

*A sua opinião é **extremamente valiosa** para que seja possível preparar ainda melhor os diplomados do ensino superior para o mercado de trabalho, sendo que até à data 75% dos participantes neste estudo respondeu nos primeiros minutos após ter lido esta mensagem. Em troca da sua colaboração, temos todo o gosto em partilhar consigo os resultados desta investigação pelo que, caso seja do seu interesse, partilhe connosco o seu endereço de e-mail.*

Colocamo-nos ao dispor para prestar qualquer esclarecimento que considerem conveniente, agradecendo desde já a sua colaboração neste estudo!

Com os melhores cumprimentos,

Diogo Ramalheira

C.2. Survey



A EMPREGABILIDADE DOS DIPLOMADOS EM ECONOMIA/GESTÃO

O presente inquérito, dirigido a trabalhadores portugueses, insere-se numa investigação sobre Empregabilidade desenvolvida pela Faculdade de Economia da Universidade do Porto.

O tempo de resposta às questões é de cerca de 10 minutos. É garantida a total confidencialidade sobre os dados fornecidos e os resultados obtidos serão apenas utilizados para efeito de investigação. Se desejar, poderá pedir informações e esclarecimentos adicionais através do contacto: Diogo Ramalheira (FEP_UP) - diogocapaoramalheira@gmail.com.

Muito obrigado pela sua participação.

Aceita prosseguir?

☐ Sim

☐ Não

(1) Curriculum Vitae

De seguida apresentamos o *Curriculum Vitae* de um candidato a uma função júnior na área de Economia/Gestão, o qual solicitamos que observe e leia atenta e cuidadosamente. (*Condition A, B, C, D, E, F, G or H*).

(2) Empregabilidade/Gestão de Impressões

Após a visualização do *Curriculum Vitae* do candidato anterior, pedimos que leia de forma atenta cada item e assinale, de acordo com a sua opinião, o número que melhor descreve o candidato em cada uma das competências apresentadas.

1 – Adequação do candidato à função

Responda por favor às seguintes questões, sabendo que (1) = discordo totalmente, (2) = discordo, (3) = discordo em parte, (4) = não concordo nem discordo, (5) = concordo em parte, (6) = concordo e (7) = concordo totalmente.

(1) (2) (3) (4) (5) (6) (7)

Q1.1 – Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐ ☐ ☐

Q1.2 – Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐ ☐ ☐

Q1.3 – Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐ ☐ ☐

Q1.4 – Não contrataria este candidato para exercer uma função júnior na área de economia/gestão (código inverso).

☐ ☐ ☐ ☐ ☐ ☐ ☐

Q1.5 – Este candidato teria boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐ ☐ ☐

2 – Competências Pessoais

Responda por favor às seguintes questões, sabendo que (1) corresponde a um nível de competência/capacidade Muito baixo, (2) a um nível de competência/capacidade Baixo, (3) a um nível de competência/capacidade Médio, (4) a um nível de competência/capacidade Elevado e (5) a um nível de competência/capacidade Muito Elevado.

	(1)	(2)	(3)	(4)	(5)
Q2.1 – Este candidato é capaz de estabelecer prioridades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.2 – Este candidato é capaz de gerir o tempo de forma eficiente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.3 – Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.4 – Este candidato é capaz de cumprir prazos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.5 - Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q2.6 – Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3 – Imagem Criada pelo Candidato

Responda, por favor, às seguintes questões, sabendo que (1) = De maneira nenhuma, (2) = Um pouco, (3) = Em parte, (4) De forma moderada (5) = Em grande medida.

(1) (2) (3) (4) (5)

Q3.1 – Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐

Q3.2 – Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.

☐ ☐ ☐ ☐ ☐

4 – Transparência do Candidato

Responda, por favor, às seguintes questões, sabendo que (1) = discordo totalmente, (2) = discordo, (3) = não concordo nem discordo, (4) = concordo e (5) = concordo totalmente.

	(1)	(2)	(3)	(4)	(5)
Q4.1 – Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4.2 – Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4.3 - Ao ler este CV foi fácil para mim ver quem o candidato realmente é.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) Dados sociodemográficos e caracterização da organização

Para finalizar as suas respostas ao presente estudo, por favor, preencha os seguintes dados:

1 – Género:

☐ Masculino

☐ Feminino

2 – Idade: _____

3 – Qual a sua ocupação atual?

☐ Estudante

☐ Trabalhador-estudante

☐ Trabalhador por contra de outrem

☐ Trabalhador por conta própria

☐ Desempregado

4 – Qual o nível de escolaridade mais elevado que concluiu?

Por favor selecione **apenas uma** das seguintes opções:

- ☐ Ensino Básico ou inferior
- ☐ Escolaridade Obrigatória (12º ano)
- ☐ Licenciatura
- ☐ Mestrado
- ☐ Pós-graduação
- ☐ Doutoramento
- ☐ Outro (por favor especifique): _____

5 - Média de Conclusão do último nível de escolaridade (se aplicável): _____

6 - Enquanto estudante participou em atividades extracurriculares (desportivas, associativas ou outras)?

Por favor selecione **apenas uma** das seguintes opções:

- ☐ Sim
- ☐ Não

Se sim, por favor mencione quais:

7 – Qual o Setor de Atividade da Empresa em que trabalha ou da última Empresa em que trabalhou? Por favor selecione **apenas uma** das seguintes opções:

- ☐ Primário (Exemplos: agricultura, pesca, pecuária)
- ☐ Secundário (Exemplos: indústria química, naval e fábricas têxteis)
- ☐ Terciário (Exemplos: comércio, transportes, educação, saúde)

8 – Qual o número de trabalhadores da Empresa em que trabalha ou da última Empresa em que trabalhou? Por favor selecione **apenas uma** das seguintes opções:

- ☐ <10
- ☐ 10-49
- ☐ 50-249
- ☐ >250

9 – Qual o Volume de Negócios (VN) da Empresa em que trabalha ou da última Empresa em que trabalhou? Por favor selecione **apenas uma** das seguintes opções:

- ☐ VN ≤ 2 milhões de euros
- ☐ VN >2 milhões de euros e ≤10 milhões de euros
- ☐ VN ≤50 milhões de euros
- ☐ VN >50 milhões de euros

10 – Qual a sua função na Empresa em que trabalha ou da última Empresa em que trabalhou? Por favor, escreva no espaço que se segue a sua resposta:

11 - Já participou diretamente no processo de recrutamento e seleção de diplomados, nomeadamente na avaliação de um *Curriculum Vitae*?

Por favor selecione **apenas uma** das seguintes opções:

☐ Sim

☐ Não

12 – Deseja receber uma cópia com os resultados da presente investigação?

Por favor selecione **apenas uma** das seguintes opções:

☐ Sim

☐ Não

Se sim, por favor indique-nos o seu endereço de e-mail: _____

13 – Tem alguma sugestão relativamente ao inquérito e/ou investigação que queira partilhar connosco?

Muito obrigado pela sua colaboração.

Annex D – Adaptation of Measures

<p style="text-align: center;">Suitability to the position (McElroy <i>et al.</i>, 2014) 5 itens</p>	<p>Applicant suitability was measured using a five item scale adapted from McElroy <i>et al.</i> (2014). Respondents were asked to rate on a seven-point scale the degree to which they perceived the applicant as qualified (1 = totally inadequate; 7 = totally adequate). Items include:</p> <p>1 - “I would consider the applicant as qualified for the position”</p> <p>2- “I would like to interview this person for this position”;</p> <p>3 - “This applicant is a good match for the position”;</p> <p>4 -“I would not hire this person for this position” (reverse coded)</p> <p>5 - “This person has a good chance of making a ‘short list’ of candidates for this position”.</p> <p>Adaptation (measured through a 7-point scale - 1 = <i>totalmente desadequado</i>; 7 = <i>totalmente adequado</i>):</p> <p>1 – <i>Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.</i></p> <p>2 – <i>Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.</i></p>
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	<p>3 – <i>Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.</i></p> <p>4 – <i>Não contrataria esta pessoa para exercer uma função júnior na área de economia/gestão.</i></p> <p>5 – <i>Este candidato teria boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.</i></p>
<p>Personal organization and time management skills (Evers <i>et al.</i>, 1998) and (Gonçalves, 2010) 4 items</p>	<p>Personal organization and time management skills were measured using a four-item scale adapted from Evers et al. (1998) by Gonçalves (2010). Items from Evers et al. (1998) include:</p> <p>1 – Setting priorities 2 – Allocating time efficiently 3 – Managing/ overseeing several tasks at once 4 – Meeting deadlines</p> <p>Adaptation by Gonçalves (2010) through a five-point scale (1 = <i>nível muito baixo de competência/capacidade</i>; 5 = <i>nível muito alto de competência/capacidade</i>):</p> <p>1 – <i>Este candidato é capaz de estabelecer prioridades.</i> 2 – <i>Este candidato é capaz de gerir o tempo de forma eficiente.</i></p>

	<p>3 – <i>Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.</i></p> <p>4 – <i>Este candidato é capaz de cumprir prazos.</i></p>
<p>Learning skills (Evers <i>et al.</i>, 1998) and (Gonçalves, 2010) 2 items</p>	<p>Learning skills were measured using a two item scale adapted from Evers et al. (1998) by Gonçalves (2010).</p> <p>Items from Evers et al. (1998) include:</p> <p>1 – Keeping up-to-date on developments in your field.</p> <p>2 – Gaining new knowledge from everyday experiences.</p> <p>Adaptation by Gonçalves (2010) through a five-point scale (1 = <i>nível muito baixo de competência/capacidade</i>; 5 = <i>nível muito alto de competência/capacidade</i>):</p> <p>1 – <i>Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano;</i></p> <p>2 – <i>Este candidato é capaz de se manter atualizado(a) sobre os desenvolvimentos na sua área profissional.</i></p>
<p>Slight image creation (Levashina and Campion, 2007) 2 items</p>	<p>Slight image creation was evaluated through the adaption of a measure developed by Levashina and Campion (2007) with a five-point scale (1 = to no extent; 5 = to a very great extent). Items of the measure cover three categories but</p>

	<p>in the present study only two items from the Tailoring category will be used which are as follows:</p> <p>1 - I distorted my work experience to fit the interviewer's view of the position.</p> <p>2 - I distorted my qualifications to match qualifications required for the job.</p> <p>Adaptation (measured through a 5-point scale - 1 = <i>discordo totalmente</i>; 5 = <i>concordo totalmente</i>):</p> <p>1 - <i>Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.</i></p> <p>2 – <i>Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.</i></p>
<p>Applicant's transparency (Roulin <i>et al.</i>, 2014) 3 items</p>	<p>Applicants' transparency was evaluated through a three-item measure adapted from Roulin <i>et al.</i> (2014) with a five-point scale (1=totally disagree; 5 = totally agree). Items include:</p> <p>1 - It was easy for me to differentiate facts from fiction in the applicant responses.</p> <p>2 - It was easy for me to judge applicant honesty.</p> <p>3 - It was easy for me to see who the applicant really was.</p>

	<p>Adaptation (measured through a 5-point scale - 1 = <i>discordo totalmente</i>; 5 = <i>concordo totalmente</i>):</p> <p>1 – <i>Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.</i></p> <p>2 – <i>Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.</i></p> <p>3 – <i>Ao ler este CV foi fácil para mim ver quem o candidato realmente é.</i></p>
Gender	(1) Male / (2) Female
Age	Measured in years
Education	(1) Primary Education / (2) Compulsory Education / (3) Bachelor degree / (4) Post-Graduation / (5) Master degree / (6) PhD / (7) Other
Grade Point Average	GPA of the last education level in points (0-20)
Previous participation in ECAs	(1) Yes / (2) No
Recruiting Experience	(1) Yes / (2) No

Annex E – Confirmatory factor analysis

1. Suitability to the position

Correlations Matrix ^a						
		Adq-Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.	Adq-Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.	Adq-Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.	Adq-Não contrataria este candidato para exercer uma função júnior na área de economia/gestão (código inverso).	Adq-Este candidato tem boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.
Correlation	Adq-Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.	1.000	.615	.716	(.396)	.630
	Adq-Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.	.616	1.000	.624	(.470)	.721
	Adq-Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.	.716	.624	1.000	(.357)	.679
	Adq-Não contrataria este candidato para exercer uma função júnior na área de economia/gestão (código inverso).	(.396)	(.470)	(.357)	1.000	(.372)
	Adq-Este candidato tem boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.	.630	.721	.679	(.372)	1.000
Sig. (1 tail)	Adq-Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.		.000	.000	.000	.000
	Adq-Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.	.000		.000	.000	.000
	Adq-Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.	.000	.000		.000	.000
	Adq-Não contrataria este candidato para exercer uma função júnior na área de economia/gestão (código inverso).	.000	.000	.000		.000
	Adq-Este candidato tem boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.	.000	.000	.000	.000	

a. Determinant = .079

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin measuring of sample adequacy		.834
Bartlett's test of Sphericity	Approx. Chi-Square	878.308
	df	10
	Sig.	.000

Component Matrix ^a	
	Component
	1
Adq-Este candidato tem boas hipóteses de ser chamado para uma entrevista para uma função júnior na área de economia/gestão.	.859
Adq-Este candidato tem boas hipóteses de ser incluído na lista final de candidatos selecionados para uma função júnior na área de economia/gestão.	.859
Adq-Este candidato reúne os requisitos para exercer uma função júnior na área de economia/gestão.	.853
Adq-Este candidato é qualificado para exercer uma função júnior na área de economia/gestão.	.844
Adq-Não contrataria este candidato para exercer uma função júnior na área de economia/gestão (código inverso).	(.599)
Extraction Method: Principal Component Analysis.	
a. 1 extracted component.	

2. Personal organization and time management skills and learning skills

Correlations Matrix ^a							
		Comp-Este candidato é capaz de estabelecer prioridades.	Comp-Este candidato é capaz de gerir o tempo de forma eficiente.	Comp-Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.	Comp-Este candidato é capaz de cumprir prazos.	Comp-Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano.	Comp-Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional.
Correlation	Comp-Este candidato é capaz de estabelecer prioridades.	1.000	.706	.576	.701	.544	.549
	Comp-Este candidato é capaz de gerir o tempo de forma eficiente.	.706	1.000	.701	.705	.520	.532
	Comp-Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.	.576	.701	1.000	.537	.568	.491
	Comp-Este candidato é capaz de cumprir prazos.	.701	.705	.537	1.000	.489	.467
	Comp-Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano.	.544	.520	.568	.489	1.000	.566
	Comp-Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional.	.549	.532	.491	.467	.566	1.000
Sig. (1 tail)	Comp-Este candidato é capaz de estabelecer prioridades.		.000	.000	.000	.000	.000
	Comp-Este candidato é capaz de gerir o tempo de forma eficiente.	.000		.000	.000	.000	.000
	Comp-Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.	.000	.000		.000	.000	.000
	Comp-Este candidato é capaz de cumprir prazos.	.000	.000	.000		.000	.000
	Comp-Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano.	.000	.000	.000	.000		.000
	Comp-Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional.	.000	.000	.000	.000	.000	

a. Determinant = .036

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin measuring of sample adequacy		.870
Barlett's test of Sphericity	Approx. Chi-Square	1145.724
	df	15
	Sig.	.000
Pattern Matrix ^a		
	Component	
	1	2
Comp-Este candidato é capaz de cumprir prazos.	.970	
Comp-Este candidato é capaz de gerir o tempo de forma eficiente.	.882	
Comp-Este candidato é capaz de estabelecer prioridades.	.806	
Comp-Este candidato é capaz de gerir/supervisionar várias tarefas em simultâneo.	.566	
Comp-Este candidato é capaz de se manter atualizado sobre os desenvolvimentos na sua área profissional.		.874
Comp-Este candidato é capaz de adquirir conhecimentos através das experiências do quotidiano.		.858
Rotation Method: Oblimin with Kaiser Normalization.		
Método de Rotação: Oblimin com Normalização de Kaiser. ^a		
a. Rotation converged in 5 iterations.		

3. Slight image creation

Correlations Matrix ^a			
		Imag-Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.	Imag-Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.
Correlation	Imag-Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.	1.000	.778
	Imag-Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.	.778	1.000
Sig. (1 tail)	Imag-Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.		.000
	Imag-Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.	.000	

a. Determinant = .394

Teste de KMO e Bartlett

Kaiser-Meyer-Olkin measuring of sample adequacy		.500
Bartlett's test of Sphericity	Approx. Chi-Square	322.628
	df	1
	Sig.	.000

Component Matrix^a

	Component
	1
Imag-Este candidato distorceu as suas qualificações para preencher os requisitos de uma função júnior na área de economia/gestão.	.943
Imag-Este candidato distorceu a sua experiência extracurricular para preencher os requisitos de uma função júnior na área de economia/gestão.	.943

Extraction Method: Principal Component Analysis.

a. 1 extracted component.

4. Transparency

Correlations Matrix ^a				
		Transp-Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.	Transp-Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.	Transp-Ao ler este CV foi fácil para mim ver quem o candidato realmente é.
Correlation	Transp-Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.	1.000	.640	.591
	Transp-Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.	.640	1.000	.586
	Transp-Ao ler este CV foi fácil para mim ver quem o candidato realmente é.	.591	.586	1.000
Sig. (1 tail)	Transp-Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.		.000	.000
	Transp-Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.	.000		.000
	Transp-Ao ler este CV foi fácil para mim ver quem o candidato realmente é.	.000	.000	

a. Determinant = .341

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin measuring of sample adequacy		.717
Barlett's test of Sphericity	Approx. Chi-Square	372.690
	df	3
	Sig.	.000

Component Matrix ^a	
	Component
	1
Transp-Foi fácil para mim diferenciar os factos da ficção ao ler o CV deste candidato.	.868
Transp-Ao ler este CV foi fácil para mim avaliar a honestidade deste candidato.	.866
Transp-Ao ler este CV foi fácil para mim ver quem o candidato realmente é.	.842
Extraction Method: Principal Component Analysis.	
a. 1 extracted component.	